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THE UNIVERSITY OF ALBERTA

AN EXPLORATORY STUDY OF THE USE OF RESOURCES TO CONTROL

COLLEGE STAFF

by

DAVID HAMILTON ALLAN

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH IN

PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF

DOCTOR OF PHILOSOPHY

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

SPRING, 1978

THE UNIVERSITY OF ALBERTA

AN EXPLORATORY STUDY OF THE USE OF RESOURCES TO CONTROL
COLLEGE SPORT

by

DAVID HARRISON ALLEN

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FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and
recommend to the Faculty of Graduate Studies and Research,
for acceptance, a thesis entitled AN EXPLORATORY STUDY OF
THE USE OF RESOURCES TO CONTROL COLLEGE STAFF submitted by
David Hamilton Allan in partial fulfilment of the
requirements for the degree of Doctor of Philosophy.

ABSTRACT

In this study a tripartite categorization of an
organizational staff was constructed and tested. The
investigation was carried out at a college but the model of
the study is also applicable to a school staff. The patterns
of authority which are associated with the allocation of
resources and kinds of relationship which different
individuals have with the formal leader form the basis of
the categorization. Three kinds of resources are described,
Best Situational Rewards, Other Situational Rewards, and
Established Rights. Three kinds of relationship are also
identified, Integrative, Exchange, and Threat. One class of
staff, the Dependents, act like an oligarchy at the
organizational level. They get all three kinds of resources
and are in an Integrative relationship with the leader.
Another class of staff, the Interdependents, are the broad
middle group of staff. They get Other Situational Rewards
and Established Rights, and are in an Exchange relationship
with the leader. The last group of staff, the Independents
are an out-group in frequent conflict with the leader. They
get Established Rights only and are in a Threat relationship
with the leader. The Independents are also subjected to a
range of informal sanctions.

A number of other variables are also associated with
each category. The most important of these are Conflict,
Cohesiveness, and Leader's Dependency. The model integrates

conflict into the organizational environment and attempts to
show how it is absorbed and dissipated. Levels of group
cohesiveness are also discussed for each group and it is
proposed that the leader has a fundamental dependency on the
middle (Interdependent) group of staff. It is also proposed
that the Independents are cohesive and are in a relationship
of high conflict; the Dependents are very cohesive and the
Interdependents share a mutual concern for organizational
stability with the leader. The properties of the categories
of staff and the variables when considered at their various
levels indicate how organizational stability is achieved.

The study is considered to be exploratory in nature.
Thus testing in one college was appropriate. An interview
schedule was constructed and questions put to most of the
staff of a given college. Analysis of the data was largely
by qualitative means which attempted to describe both the
specific properties of the categories and the underlying
patterns of staff behavior which were associated with the
variables of the study.

The main conclusion of the study is that sufficient
evidence was produced to warrant further testing and
development of the theory. Three groups of staff
corresponding to those of the theory were outlined with a
reasonable degree of clarity at the college under
investigation. Only limited information on the kinds of
resources associated with each category was produced in this
investigation. In addition neither the Dependent group nor

the Independent group was perceived to be cohesive at the given college.

The recommendations deal almost entirely with the means of further testing of the model in a range of organizations but the diagnostic properties of the theory are also considered.
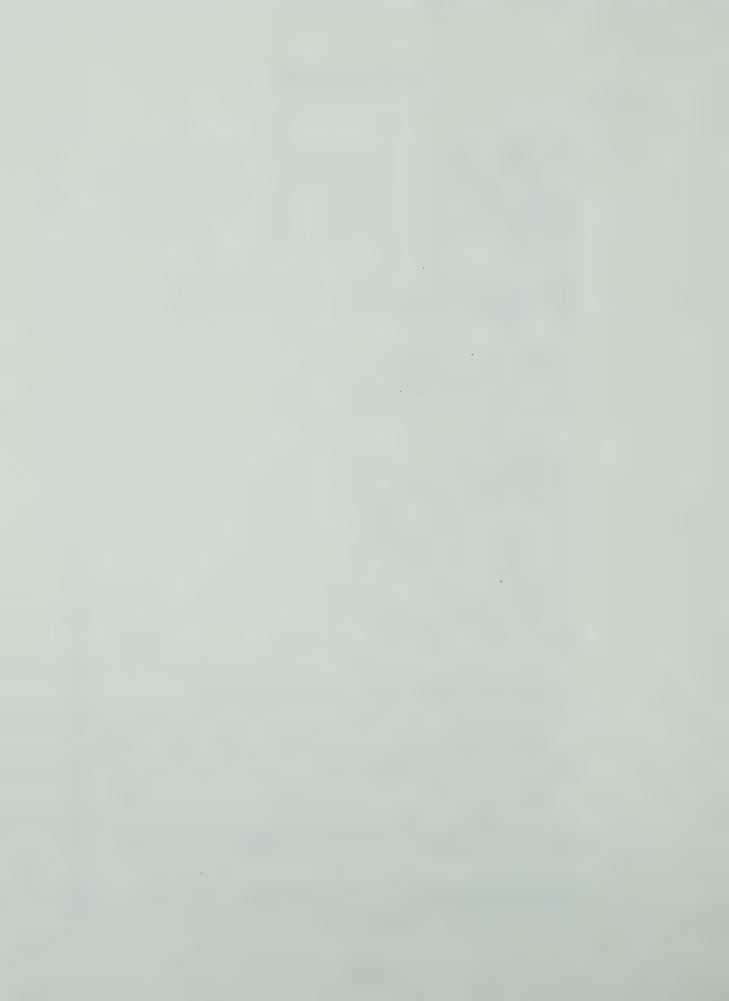
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PURPOSE

The purpose of the study was to develop a model of
organizational staff as a tripartite categorization and to
investigate the existence of the categories in a given
situation. The categorization was based on the allocative
pattern of resources and the leader-member relationships.

SIGNIFICANCE

There were three aspects of significance in this study.
In the first instance a study which attempts to describe new
phenomena, a classification system in this case, is
exploratory in nature. The particular significance of
exploratory studies was thus pertinent. Secondly, there was
an area of significance concerned with the importance of
categorization in the social sciences and finally there was
the relevance, for administration, of the concepts upon
which classification is constructed.

Katz (1953:75) states that the purpose of exploratory
studies is, "...to discover significant variables in the
field situation, to discover relationships among variables,
and to lay ground for later, more systematic testing of
hypotheses." The three categories of staff, named by
selected terms, the Dependent, the Interdependent, and the
Independent were the constructs to be investigated in the
field situation. These terms are explained in Chapter 3. It
is argued in the conceptual framework that these classes of

staff are understood primarily in terms of different
allocations of resources which in turn are closely aligned
to different authority bonds which each class sets up with
the leader. Other aspects of the organization, such as
conflict and the dependency of the leader on his staff, are
also described at varying levels for each class of staff.
These were the variables and kinds of relationships
investigated in the study.

The essential nature of classification is analysed in a
series of short statements by Simpson. He gives five bases
underlying classifications:

1. A major function of classification is to construct
classes about which generalizations can be made.

2. Classes are constructed in connection with a particular
purpose that depends upon the kind of generalizations
considered pertinent.

3. Some classifications pertain to a wider range of
phenomena and permit more meaningful generalizations than
others and are in that sense more useful, or more powerful.

4. There is not an ideal or absolute scheme of
classification for any particular field of phenomena; there
are always a number of classifications possible. These will
differ according to the purposes for which they have been
constructed.

5. Even classifications in the same form with the same
purposes, and based on the same criteria or principles are
not unique or uniform (1961:25-26).

Even though the study was exploratory and restricted by limited resources available for it, Simpson's factors were of concern. Generalizations are inappropriate in a project of this kind other than as statements in the conclusions of the study which would underlie the more rigorous stages of a research program as mentioned by Katz. The purpose of the study has already been given. It is claimed that the classification proposed is of the wide-range type. Sokal and Smith (Callinan, 1969:15) concur with the third point made by Simpson. They point out that the best taxonomies have classes which can be associated with a large number of characteristics and a large amount of information. The model presented later in the study has three main concepts, authority, resources, and relationships; three concepts of a less central nature, Conflict, Cohesiveness, and Leader's Dependency on staff; and nine additional elements. The model may have further implications not described in full detail in the thesis, such as a potential contribution to the explanation of hierarchical structure. Simpson's last two points are of less importance and may be taken as useful guidelines to the limitations and nature of classification.

As the literature of administration follows the Weberian tradition to quite an extent, authority is a central matter. It appears that the importance of authority has been both challenged and obscured as administrative studies have developed. Control in the human relations approach takes rather indirect forms associated with social

support. Simon emphasized decision making. In a range of

modern theorists such as Argyris, Herzberg, Woodward and

many others, authority has rarely been a central concern.

The expansion of administrative studies into the new

management sciences of the post-War technologies and the

growing interest in policy making have likewise diverted

attention to other areas. The position taken here is that

these aspects of administration are relevant and the

contribution of the theorists is valuable but a

reaffirmation of authority as one central aspect of the

administrative process is warranted. Eilon states:

> It (the book, Management Control) puts forward
> the proposition that among the many different
> but valuable approaches to management theory,
> there is a need to present the concept of
> control as a ubiquitous element in the
> management process -- without control there can
> be no management (1971:14).

There is wide recognition that a relationship exists

between the control and direction of staff and the rewards

which they receive and expect (Marcus and House, 1973:207).

These processes of control appear to be very similar to the

processes of authority discussed by Weber. Blau and Scott

make reference to management as regulation of incentive

systems (1962:166-167) but the relationship between control

and resources allocation remains ill-defined and lacks

integration into a general theory of administration. The

description of three kinds of control relationship places

this concept in a central position and suggests a solution to the problem of integration.

The concept of conflict has been associated directly with authority and resources in administrative studies by at least a few writers (Hersom, 1968; Krupp, 1966) but it is a concept which merits a more central place. Perrow states: "...a theory of organizations, rather than one of individual interaction should be able to accommodate group conflict" (1971:58). He claims that this has not been accomplished to date. This is a further problem which was partially explored in this study.

ASSUMPTIONS

The study investigated the existence of patterns of authority based on the allocation of resources. It was assumed that this is a very important base of authority in educational organizations but it was also assumed that other sources of authority may well be in operation. It was also assumed that it is reasonable to take a broad view of resources. Organizational resources extend beyond the materials allocated by the administrator and include the conferring of status, including informal status, and the command of a system of informal sanctions.

DELIMITATIONS

The study was confined to one college and within this to interviews of most of the staff involved in student instruction together with several persons in a supervisory capacity over the instructional staff. Only the more central

and important aspects of the model were investigated directly for the thesis, but as open questions were used there was an opportunity to obtain other information. The main thrust of the study was to seek a general pattern of staff groupings. Only a limited attempt was made to identify persons as members of the particular groups as it was considered to be important to investigate the general perception of the existence of such groups in the first instance.

LIMITATIONS

Limitations of respondent perception of the interview method applied. Part of the investigation was directed towards rather subtle matters including activities which may lack social approval. This added to the problems of reliability and validity associated with perception.

Gorden, (1969:70-84) has described a number of inhibitors to the free flow of information in interviews and at least three of these, ego threat, trauma, and etiquette were important in the present study. The first two were of considerable relevance in a study dealing with rewards and sanctions. The third came into operation if the researcher was perceived to be an inappropriate recipient for certain kinds of information, a circumstance which may well have occurred. In addition the responses from open questions may be subject to more than one interpretation. There are other limitations associated with the evaluation of qualitative data such as the informant's access to the desired data.

The study dealt with categorization but the exact nature of taxonomy in the social sciences is not clear. Some of the most frequently used taxonomies in administration, for example, have a "rule of thumb" quality absent in taxonomies in the physical sciences in which precise criteria for identification and allocation to class are frequently available.

Finally, it is important to note that generalizations should not be made from the single college studied to other colleges or schools.

OUTLINE OF THE STUDY

In the first chapter the study was introduced by making reference to its purpose and significance. The aspects of the latter discussed were the nature of classification and the importance of the concept of authority. This was followed by a statement of assumptions, delimitations, and limitations.

Chapter 2 is a literature review which is in two sections, one dealing with the harmonious view of organizations and the other with the conflict view. It is the conflict view which provides the groundwork for the development of the theoretical framework of Chapter 3. The three main areas of the framework are a categorization of resources, a statement on three kinds of authority relationship, and the categorization of organizational staff.

In Chapter 4 a methodology is developed from a

preliminary statement on the nature of the research project. The interview schedule and the pilot study are discussed. In this Chapter there is also a discussion of the means of evaluation and treatment of the data, and an introduction to the college in which the study was carried out.

Chapters 5 to 7 deal with each class of staff in the order of the Interdependent, the Independent, and the Dependent. Chapter 5 also has a few preliminary matters of analysis and Chapter 7 a few concluding ones.

The final Chapter first deals with an evaluation of the interview schedule. This is followed by an overview of the study, two points of interest which relate the findings and theory to other areas, and a statement of recommendations.

CHAPTER 2

LITERATURE REVIEW

In this chapter the work of the main theorists who have
provided material associated with the concepts of the study
is considered. This material is divided into two sections.
One section deals with theorists who perceive organizations
to be entities in which the members pull together and thus
there is a basic internal concurrence. The other section
deals with the opposing stance which recognizes a lack of
co-operation and internal concurrence.

THE HARMONIOUS AND CONFLICT ORIENTATIONS

The basic guidelines to organize the material of this
review are based on two proposals by Krupp. The first one
provides some justification for isolating certain concepts.
He states: "Authority, conflict, and power are closely
linked within the organization. These relationships are
intertwined with resource allocation" (1964:176). Apart from
the fact that power is not central to this study these are
the main concepts in the thesis. Krupp also claims that
there is a harmonious view of organizations and a conflict
view. He refers to Barnard as a prime example of the former
orientation which is especially evident in his statement of
organizations as, "...integrated aggregates of actions and
interactions" (Barnard, 1952:112). The conflict view gives a
central place to conflict and power and according to Krupp
it has not received as much attention as the harmonious
orientation. Perrow (1972:158) supports this position, "For

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all, from Weber to Likert intergroup conflict is a fact of
organizational life but not a fact which is built into their
models, except as evidence of a failure to utilize the
model." It is thus necessary to step outside of the
mainstream of organizational theory for a consideration of
the conflict view and Michels (1915) is the most important
theorist of this type included in the review. Among the
theorists contributing to the harmonious viewpoint, Weber is
the main one considered here. An analysis of conflict theory
taken from Coser (1956) is included in the section on
organizations as harmonious entities as Coser has not
integrated his work into organizational theory.

THE HARMONIOUS VIEW

As authority is either an aspect of power or closely
aligned to it, it is necessary to start with a short
discussion of social power. Both Bierstedt (1950) and Wrong
(1968) have discussed problems in defining and analysing the
concept of power. Bierstedt defines power in terms of
sanctions and physical force and he claims that it is,
"...never wholly absent from social interaction" (1950:731).
He goes on to distinguish power from a range of concepts
such as prestige, dominance, authority, and influence. He
notes that influence is persuasive whereas power is
coercive. Wrong is concerned largely with the matter of
asymmetry in power relations. He claims that asymmetry is
often over-stressed and that actors may control others in
some scopes but be themselves controlled by the same actors

in others. He distinguishes power from social control, claiming that power is the narrower concept and should be limited to intended and successful control.

The discussion by Clark (1968) in which three orientations toward power are recognized, is useful for present purposes. These orientations are, "individualistic," "dyadic," and "systemic." The first orientation is characterized by the Weberian definition of power which is given directly below to analyse the harmonious orientation. The focus is on the individual actor and his goals. The second viewpoint directs attention to two actors and tends to omit goals. Clark points out that Dahl and Cartwright assume this position. In the third orientation power is, "...the potential ability to select, to change, and to attain the goals of a social system" (1968:46). In this case the individual's power is linked closely to the social system and it directs attention to resources in the system. This is the view of power which is taken in the present study.

In order to develop the harmonious orientation the Weberian definition of power may be taken as a useful starting point. He states that power is, "the probability that one actor within a social relationship will be in a position to carry out his will despite resistance" (1947:152). According to Weber this force is legitimized in order that it can become a stable and organizing entity. There are three ways in which legitimacy and thus a system

of authority may be maintained. These are the traditional,
charismatic, and rational-legal patterns of authority. The
Weberian bureaucratic model rests on rational-legal
legitimacy which in turn is dependent on the acceptance of a
number of ideas relating to status, rules, office, the
principle of hierarchy, and moral obligations to impersonal
order (Weber, 1947:328-331). The rational-legal
legitimization of organizational authority and the
distinction of power and authority by the process of
legitimization are widely accepted (Blau, 1967:300; Dahl,
1970:33; French and Raven, 1968:264). Legitimacy is thus a
concept of some importance.

   In addition to emphasizing the valid and binding
aspects of legitimacy Blau (1967:206-207) points out that
subordinate approval of managerial practices, including
social indebtedness, serves to legitimize that source of
authority. The practices relating to authority become part
of the social norms and values of the system. Coser
(1968:37) supports this view by pointing out that feelings
of hostility in a context of unequal distribution of rights
will not lead to conflict as long as the distribution system
is considered to be legitimate. Dahl (1970:41) contends that
leaders strive to convert their influence into authority and
give it legitimacy by encouraging the belief that the
leader's actions have the quality of rightness. Dahl's use
of the term influence is similar to the term power as used
previously (1970:18).

Weber's emphasis on legality, legitimacy, and authority of office as central aspects of the bureaucracy (1947:328-336) imply that the processes and practice of authority are overt. His use of terms such as, "clearly defined sphere of competence"; "clearly defined hierarchy of office"; and, "subject to authority only with respect to their impersonal obligations" stress this matter of visibility.

These aspects of organizational authority have been accepted by many recognized theorists and incorporated into the administrative literature. (Anderson, 1958; Etzioni, 1964:85-86; Katz and Kahn, 1966:207-208; Merton,1968:249-250; Sergiovanni and Starratt, 1971:52-54). Other writers, such as Hall (1972:45) claim that authority and hierarchy are relatively straightforward concepts and well described aspects of the formal work organization. Aram (1976:33) states: "a hierarchy is simply a chain of supervisor/subordinate relationships through which direction and control takes place." The position taken by Katz is similar, "All we need is a single informant who can tell us the legitimate and appropriate symbols of authority for given types of behavioral settings" (1964:272-273).

Neither Weber, nor most of the writers who have expanded on and utilized his concept of organizational authority, have given a central place to resources, rewards, and sanctions as means of control. Marcus and House (1973:209) claim that compliance in the Weberian model is given in exchange for certain sets of benefits but this is

presented as an <u>assumption</u> by these writers. Bennis in a
study of rewards and staff control points out that the
position view in hierarchical organization is part of the
"usual sociological framework" (1958:144).

Social exchange theory does give a central place to
resources in the exchange processes and there are some
administrative studies which have followed this vein. This
body of theory tends to stress harmony through reciprocity
of benefits even though the exchange is set into a
hierarchical matrix. Blau (1964:6) defines social exchange
as, "...actions that are contingent on rewarding reactions
from others and that cease when these expected reactions are
not forthcoming." He cautions against the analysis of all
social interaction in exchange terms while still maintaining
that the exchange factor is central in an understanding of
many aspects of social structure and process. His analysis
includes extensive discussion of the rewards in processes of
social exchange and an attempt to categorize these rewards.
Administrative settings are briefly discussed by Blau,
"Every privilege the manager is granted and every rule he is
empowered to enforce increase the capital on which he can
draw to make subordinates indebted to him" (1966:206). Blau
also points out that social exchange cannot specify precise
obligations as in economic exchanges. As the relationship
builds up from the exchange of small favours, trust will
build up and the exchange process will become diffuse and
include advice, help, and social support (1967:315).

Exchange is not necessarily perceived as implying equality in the relationship. In his discussion of reciprocity Gouldner (1960) uses the term "reciprocity inbalance" for unequal exchange. He defines exploitation this way and claims that it refers to, "...certain transactions involving an exchange of things of unequal value" (1960:166).

Some writers are more specifically concerned with exchange in the administrative process. Jacobs (1974) considers the way organizations are controlled through exchange with the environment. Marcus and House (1973) use exchange theory to analyze superior - subordinate relationships. They claim that rewards, such as job information, are involved in the exchange process. White (1976) attempts to construct a partial administrative theory based on exchange and individual considerations. Conflict is more prominent in White's study but the individual's participation is voluntary and he "agrees" on the allocation of resources in return for the promise that his own goals will be fulfilled. Behavior is understood in terms of individual striving to manipulate scarce resources such as skills, knowledge, materials and even clients, in the face of certain constraints which are always in operation within the exchange process.

Coser's extension of Simmel's work (1968) provides a useful base for the introduction of conflict. He notes that as conflict can serve group maintenance it is functional. It will only arise from the hostility towards unequal

distribution of resources if the system is not considered
legitimate. If the conflict can be channelled through
socially approved methods of expression, the air will be
cleared. Safety valve mechanisms are recognized by Coser
(1968:44) and he identifies boxing on television as one such
modern outlet. Another very important aspect of the Coser-
Simmel formulations is the distinction between realistic
conflict and nonrealistic conflict. On the one hand:

> Conflicts which arise from frustration of
> specific demands within the relationship and
> from estimates of gains of the participants, and
> which are directed at the presumed frustration
> object, can be called realistic conflicts,
> insofar as they are means toward a specific
> result.

Nonrealistic conflicts, on the other hand,

> although still involving interaction between two
> or more persons, are not occasioned by the rival
> ends of the antagonists but by the need of
> tension release of at least one of them
> (1968:49).

The nonrealistic conflict thus finds its expression on any
convenient object which is present by "situational accident"
and as it is contingent upon tension there exists,
"...functional alternatives as to objects" whereas in
realistic conflict there are, "...functional alternatives as
to means" (1968:50). Coser claims that Jews, Negroes, and
other minority groups, serve this function of tension
release objects in modern society.

THE CONFLICT VIEW

Michels is a student of elitism rather than organizational theory. His study of socialist political parties in Europe prior to World War I integrates conflict and power to quite an extent. The conflict is between the ideals of socialist democracy and the forces of elitism. It is from an analysis of this conflict that Michels derives his "Iron Law of Oligarchy." Rewards and resources are central. The driving force behind the "oligarchical disease" (1915:365) is the desire of the leaders and emerging leaders to increase their own personal wealth, status, comfort, and welfare:

> In every bureaucracy we may observe place-hunting, a mania for promotion and obsequiousness towards those upon whom promotion depends; there is arrogance towards inferiors and servility towards superiors. (1915:189)

As the leaders consolidate their positions with the support and "gratitude" of the main body of the party they find ways to circumvent the open discussion and active participation of members which was supposed to constitute the very foundations of the organization. Criticism of the leader becomes a personal affront and he is free to reward those who conform to his design to make the party an empty shell, "a mere organization" (1915:376) for personal advancement. Michels claims that there is little difference between this form of political oligarchy and the usual forms which are

found in the government of the state (1915:146).

Certain proposals suggesting a solution to the problem of antagonism between the average man and the powerful agents which surround him in modern society lie at the core of Hapgood's, The Screwing of the Average Man. According to Hapgood the average man is forced to contact a large number of these agents and experts in the transactions of day-to-day modern living as he needs and uses a great range of goods and services. However, the average man is not in a position to assess and understand either the quality of the service or the full range of the processes in the transaction. To get what he wants, the average man is forced to place himself in the expert's hands. He emerges the "net loser". Hapgood points out that this process of "screwing" is not new. It has been a feature of many civilizations, and, not uncommonly in the past, the process was furthered by some minority groups at the bottom actively participating in their own exploitation. What is new is that, in modern society, the active participation of the great mass of the population is incorporated into the process:

> The great accomplishment of modern America is
> that this minority has been converted into a
> majority: most of us, that is, apply our skills
> and labor to working the machinery by which we
> are exploited (Hapgood, 1974:310).

The exploited person is held in this state through the mechanism of "youtooism" (Hapgood, 1974:313). He benefits

and participates in the rewards of the system. The promise of really big rewards is held before him. This process of putative reward buttressed by the threat of being pushed into the inferior group is also always held before the participant. Hapgood does not consider employer-employee relations but his analysis appears to provide an excellent insight into the part which resources play in the authority relationship of the work place. Another important feature of this work is its modern setting in which transactions are smooth, sometimes covert in their implications, and control of the subordinate is often, but not always, subtle.

M. and S. Tolchin are concerned with the American "spoils system" in politics and administration - "To the victor belong the spoils of the enemy" (1971:323). They claim that patronage is the basis of control and decision-making in City Hall in large American cities, and in the White House. Some of the main points made by the Tolchins are that, administrators who do not know how to use patronage will get nothing done; there is a great need for leaders to husband patronage favors, and to spend them wisely; and there are critical occasions when patronage cannot win the day. The writers claim that neither idealism, charisma, nor the issues, are really at the core of political action, although the politicians find it convenient to present such a "front" to the public. According to the Tolchins obligation is really what drives the system, and reliance on issues and charisma is a

hazardous course for the leader.

Informal influence on educational decisions at the community level is the focus of Kimbrough's work. The study includes analysis of the Hunter and Dahl studies on community power. Kimbrough perceives this power which is brought to bear on the school board to be resource based, "Power-wielders in the informal established group are usually in key positions of control over essential economic goods and services in the administrative district" (1964:157). It is significant that the writer also directs attention to the matter of legitimacy and in discussing Hunter's findings he points out that many of the decisions in policy making in education are not based on legitimacy. The men in power who influence these decisions have effective channels of communication both upwards and down.

Most of Kimbrough's study (1964:150) deals with power at the community or school board level but he does report one investigation at the school level (1964:237-254). The informal influence structure of the school is dominated by a small group and great variation in the level of teachers' influence on decision making is noted.

Becker (1974) and Bennis (1958) report single studies of an empirical nature on control and resource allocation. Becker carried out 60 interviews in the Chicago public school system. He notes that the principal may use a considerable range of rewards and sanctions:

> Some things are desired by teachers while others are disliked - some rooms are better than others, some equipment newer, etc. By distributing the desired things to a given teacher's disadvantage the principal can effectively discipline him (1975:387).

Crucial situations arise in the school which place severe forms of informal punishment in the hands of the principal. There are, for example, disputes between the teacher and the parent and in the area of teachers' authority over the children. In these kinds of situations the principal has some leeway as to how he will direct his support.

The Bennis study was carried out in a hospital. It identifies a reward system and studies the use of the reward system and effective influence of supervisors. It is concluded that, "...people do what they are rewarded for doing" and that, "...power does not reside in established positions of authority of the organization" (1958:154).

The Becker study discussed above is one of the few which includes analysis of rewards _and_ sanctions yet these two factors tend to go together in social situations. Vaughn (1975) recognizes certain weapons of restraint in the modern American public service organizations. These techniques, of which the best known is, "sending to Siberia" exist in the grey areas between legality and illegality. Vaughn claims that they are a "monopoly of management" (1975:13). Some of the tactics, such as making an undesirable employee's job redundant are quite complex and lead to extensive scheming

and manipulation by the administration (1975,16-19). These
kinds of practices lie at the core of a conflict view of
organizations.

CHAPTER 3

CONCEPTUAL FRAMEWORK

The tripartite categorization of staff is presented in this chapter. It has been built on a categorization of resources and is closely aligned to three kinds of authority relationships. These two matters are discussed first. The chapter is thus divided into three parts. The categorization is developed in terms of a college staff but a school situation is mcre or less equally applicable. As the possibilities for the development of a hierarchy in the very small school or college may be restricted to some extent, the theory may not apply there.

PRELIMINARY CONSIDERATIONS

The tripartite categorization can be regarded in two basic ways, as an attempt to extend Michel's work, or, as an attempt to solve some of the fundamental problems of a conflict model of organizational theory. In the former viewpoint, the elite, a stable group at the top of the organizational structure is complemented by two further stable groups and the three groups constitute the whole structure of the organization. In the latter viewpoint the fundamental problem is the integration of conflict. Taken from either point of view the development of the categorization is a rejection of many of the propositions of the harmonious view of organizations in favour of those of the conflict view. In doing this it is necessary to solve a number of problems which are apparent from a consideration

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of the literature review. There are problems in three main areas.

1. Conflict. The general view of work organizations taken here is not greatly at variance with Chamberlain's claim that functional interdependence, the symbiotic state, is both necessary and unavoidable in the modern exchange economy (Krupp, 1964:172). The problem therefore relates to the incorporation of the conflict phenomena into the symbiotic state of the organizational staff.

2. Exchange Theory. The problem in the use of exchange theory as a basis for an organizational theory is that the weaker partner in reciprocity imbalance is in a threat, rather than an exchange, relationship. Great imbalance in allocation through the levels of the hierarchy and at the same formal level certainly exists but the persons against whom there is discrimination do not "agree" to take their share nor is their participation entirely voluntary.

3. Legitimacy of Authority. The harmonious view of organizations presents authority as legal, accepted, and overt. A conflict model must offer a viable alternative in which leaders are not striving to give all of their acts of power legitimacy as Dahl has argued.

The tripartite categorization of staff attempts to give a solution in all of these areas as well as meeting the requirements of viable organizational theory. As the categorization is based on authority relationships and

resources, the identification of different kinds of
resources and different kinds of leader-member relationships
are central in its development.

ORGANIZATIONAL RESOURCES

A fairly large number of modern, recognized theorists
who have synthesized material in the administrative field
give scant or indirect attention to the matter of resources
and control (Mouzelis, 1975; Silverman, 1976; Perrow, 1972).
A broad view is taken here of organizational resources. In
concurrence with Becker's proposals it includes both rewards
and sanctions and the subtle advantages which leaders may
take of crisis situations as well as of rules and privileges
as pointed out by Blau. Dreeben (1968:39) referring to class
control supports this position:

> ...grades, compliments, admonitions,
> chastisements in exchange for desirable
> conduct...friendly greetings, gentleness,
> sympathy, sarcasm, bitchiness, and so on through
> the whole gamut of words and gestures and
> postures indicating approval and disapproval.
> All represent resources at the teacher's
> disposal, used consciously or unconsciously.

However, all of the rewards are not under the leader's
control and the intrinsic rewards of teaching associated
with the ongoing teacher-student relationship tend to be an
"in classroom" factor. In addition if the leader does not
realize that a member has a desire for a particular outcome
it is not considered as part of the mechanism of control for
present purposes. The same applies to sanctions. Members

must be aware of the kinds of sanctions which the leader may invoke before they will have any influence on the control patterns of the organization.

Litterer points out that certain aspects of authority are not now under the control of the immediate superior, "A generation ago...a supervisor, such as a foreman might not have had anywhere near the same number of constraints or limitations on his ability to distribute rewards" (1965:285-286). In spite of these restrictions managers still regard themselves as people who have to have control and who have to get things done. They are not unlike the teachers described by Shipman:

> Teachers have to employ rewards and sanctions to get things done in the closely packed arena of school. They do this whether the pupils see the sanctions as legitimate or not (1975:125).

These limitations have been accompanied by a great increase in the demand for commodities and services and the expectation by staff that many of these demands will be met in the work place. The end result is that resources are essentially scarce. It is for this reason that many kinds of supplies, together with social and psychological processes are drawn into the "resource vacuum" of the organization where they are used, at considerable cost in terms of goal distortion and individual welfare, to support authority and motivation. Thus organizational authority follows the lines of allocation of resources, as claimed by several conflict

theorists, and the hierarchy is a system of decreasing access to resources, top to bottom.

The increasing strength of teachers' associations in the last few decades and the establishment of an expanding spectrum of teachers' rights has also led to an increase in the use of the more latent forms of sanction. When rights of hiring and firing were clearly invested in the manager, as in the Prussian bureaucracies which Weber considered to some extent as examples, an unsatisfactory employee was simply dismissed. In this former era the sources and symbols of leader's authority were more overt. In the modern organization formal sanctions demand clear cut cases if expensive litigation is to be avoided for both parties. The modern leader's control over the informal techniques is really a kind of resource.

There have been several attempts to classify the rewards and benefits which members may expect from the organization. Reference has already been made to Blau's typology. Herzberg (1973) distinguishes "hygiene factors" and "motivators". The two factors arise from Herzberg's claim that man has two sets of needs. The hygiene factors are associated with the avoidance of pain and the motivators with growth. Katz (1964) also uses two categories, individual reward for individual effort and system rewards which apply across the board to all members. Katz states that differentiation in regard to the latter is based mainly on seniority. The categorization which is given below

includes more subtle or less overt factors than those mentioned by Katz. The three categories are, Established Rights, Best Situational Rewards, and Other Situational Rewards. No attempt is made to be exhaustive in terms of the items in a category at this stage.

It is now appropriate to deal with the definitions of resources, authority, and power.

DEFINITIONS

Resources Resources refer to the total range of goods and outcomes, that is money, materials, status and other rewards and sanctions, which are distributed through fixed allocations associated with the hierarchy of the organization.

Authority Authority, for the purposes of this study, is the ability, derived from the resource allocation structure of the organization, to control behavior by reward and sanction.

Power Power, for the purposes of this study, refers to actions by groups and persons to improve their directive status over the allocation structure of the organization.

Power thus refers to change and authority refers to stability as in Krupp's formulations. The definition of authority is very similar to that given by Bennis (1958:144) and both definitions rest to a large degree on Bennis and Krupp. The latter notes that, "The distribution of resources within the organization may express the structure of

managerial authority or the outcome of the contest over this
structure" (1964:173). It is also considered that the term,
authority, should be retained for day-to-day control
processes based on resources in the organization
irrespective of whether or not these are legitimate. Blau
(1967:207) has noted this problem and he suggests that
control resting on individual obligation of subordinates is
not authority as it does not rest on shared values. However,
the right of everyone to get what he reasonably can, may be
recognized in a tacit manner throughout the organization.

CATEGORIZATION OF RESOURCES

ESTABLISHED RIGHTS

The established rights which the teachers in public educational services have result from contractual agreement, as far as the Canadian situation is concerned. They are similar to Katz's system rewards except that the teacher's right to these is emphasized here. They refer to salary, sick leave, recreational leave, all at fixed levels. These levels are fixed on first appointment and adjusted from time to time by negotiation or promotion. An important point about this group of rewards in teaching is that they are not available to the principal as a means of control as they are set and determined elsewhere at given recognized levels. In general these resources are not contingent on the local situation although there may be small differences in salary from one college to another for the same level of qualification and experience.

BEST SITUATIONAL REWARDS

This category of rewards depends on the operation of certain aspects of the theory of elitism within the college staff. The aspects in question are the _exclusive_ rewards of the elite as described by Smith (1976) in his analysis of the new privileged class at the upper levels of Russian Society. They are also the means of control in the discussion of _goods_ and _symbols_ given by Lasswell (1936). The formal hierarchy is a useful guide as to the members who may have the oligarchical orientation towards these rewards

but some staff of low formal rank may also have in-group status (Blau and Scott, 1962:98) and there are variations in amount of in-group status among the formally promoted at any one level. In-group membership, access to the means of control of the organization, and support for promotion are important resources in this group. The matter of promotion can be supported by reference to Michels (1915:104 and 189) who describes how the party leaders escape from the stricture of election to higher posts in their organization and implement promotion of persons to whom they are attracted. There are other rewards in this group which follow from the in-group status and the need for control. A good example is chairman of important college committees.

Unlike the Established Rights, Best Situational Rewards are not automatically transferable to a new job but they are frequently transferred in practice by the process of recommendation or reference.

OTHER SITUATIONAL REWARDS

These refer to certain kinds of favours of less importance than those in the preceding group. Blau (1967:206) notes that there is a range of benefits a manager can bring to subordinates beyond those which his official duties require him to perform for subordinates. Some of these benefits rest on the manager's access to higher echelons and in this respect the average employee is quite like Hapgood's average man. An example of a resource which the principal has in this category is the facilitation of

the member's application for a number of benefits such as attending conferences and getting funds for professional development, if these are matters which require approval from above. There is also a range of sundry favours, such as the ones described by Becker, which are more directly under the principal's control. These include the allocation of subjects, rooms, teaching times, and office space, and permission to use college equipment for personal purposes, and so on beyond the basic minimum, as long as it does not infringe on the exclusiveness of elite reward. They are not transferable nor are they "earned" like the Best Situational Rewards. In the case of most staff it is taken for granted that they will be there.

AUTHORITY RELATIONSHIPS

Boulding (1969:285) claims that the exchange relationship is not the only human relationship which is capable of producing differentiation, division of labour, role structure, communication patterns and all the other marks of organizational development. He distinguishes two further factors which have the property of organizing social systems, the threat relationship and the integrative relationship. All three kinds of relationship are incorporated into the present framework. If Boulding's systems are used to analyze authority it follows that the integrative relationship may refer to an in-group and the threat orientation to a non-conforming group, whilst others in the middle are in the exchange form of relationship. Boulding points out that pure forms of these relationships are not to be found.

The threat relationship, if considered in regard to authority, appears to be similar to Etzioni's coercive power in organizational control (1964:60). It is pertinent that Etzioni claims that the means of control varies according to rank. The lower ranks are subjected to more alienating means as for example, guards and prisoners. This supports the arguments here except that formal rank is not sufficient to define actual rank. Persons of the same formal rank can be involved in quite different kinds of authority relationships. There may appear to be a case for considering the in-group as being in a closer exchange relationship with

the leader than the middle group but <u>integrative</u> refers to a state in which there is, "...similarity in value or utility functions over the domain of various states of the world in the minds of the parties concerned" (Boulding, 1969:286). This convergence of values, aims, and interests is quite in accordance with Michels' description of the nature of the oligarchy. The exchange relationship as used here is held to imply something more distant and formal in the dyad. It is closer to economic exchange or reciprocity which stresses mutual dependence, a reciprocity of services, "...the pattern of exchange through which mutual dependence of people, brought about by the division of labour, is realized" (Gouldner, 1960:169). Inasmuch as exchange exists between the in-group member and the leader it stresses togetherness rather than division. It is argued that the exchange relationship of the middle group of staff, a large group, between the elite and the dissenters, is the basis of <u>functional interdependence</u> in the organization.

In further support of the interpretation of a college staff as falling into three groups on the authority-resource schema, reference is again made to Michels and Hapgood. Michels uses the terms oligarchy, mass for the main body of the party, and discontents. His main focus is on the oligarchy and its interaction with the party members. The members who are continually dissatisfied are recognized, from time to time by Michels, as a separate element from the main body of the party. They do not constitute a serious

threat to the powerful oligarchy. The state and status of these groups in the political party is similar to the present conceptualization. Hapgood perceives society to be divided into three groups on the matter of allocation of goods and services. His terms are net winners, the average man, and the poor. The latter stand outside the basic division of wealth and they know where they stand. This typology corresponds in certain ways to the typology of staff which will be presented, as one group of staff only receives certain basic rewards and does not participate in the division of many kinds of possible extra benefits.

The higher a member gets in the organizational hierarchy the more such benefits he obtains, and the more he relies on the institutional position, apart from salary, for access directly and indirectly to these goods and services. It can be argued in teaching that there is no general agreement on quality teaching and that good and bad teachers may be promoted. The situation is similar to Michels' analysis in which the best ways of conducting the party's affairs were by no means clear. In this situation the leader has room to make various kinds of interpretations to justify tactics which will serve interests of personal advancement. It follows that what teachers give in the teaching process may not be important in understanding promotion. A more useful focus may be on the various forms of relationships which are set up and on the allocative process associated with these relationships.

The procedures which place the new member in a particular relationship are interactive. The leader seeks signs relating to trustworthiness in allocations. He may make small trial allocations. The member must decide in which group he will be most comfortable. In the early stages there may be some confusion on both sides but once the person gets into a particular group it appears to be permanent.

The categorization of staff may now be presented.

CATEGORIZATION OF STAFF

The three categories of staff established in this study are: the Dependent; the Interdependent; and the Independent. They are essentially interlocked into the one system. In the analysis given below it is assumed that sufficient evidence for the resource allocation and for the type of relationship has now been presented to permit these two factors to be used for basic identification and definition. The further facets of each class of staff which add substance and coherence to the group are placed under a number of sub-headings. This grouping has been done partly on the basis of reasonable association and partly for convenience. The sub-headings used are Conflict, Cohesiveness, and Leader's Dependency.

DEPENDENT CATEGORY

The Dependent gets resources of all three categories and is in an integrative relationship with the leader.

Conflict

This is the oligarchy of the organization and overt conflict between this group and the leader is very low. Crane (1967:103) in discussing negotiation in this kind of situation states that the low status upward-mobile could disagree with the superior in non-essential areas such as sport, but not in task-essential areas. Mild disagreements may take place as complete and open conformity with the oligarchy in the eyes of the rest of the staff is not desirable. Mutual trust in the relationship of the in-group

member and the leader is very high. The integrative relationship is diffuse and has passed through the stage of exchange of small favours to strong social support being taken for granted. It is similar to referent power, the identification of P with O, or a desire for such identity (French and Raven, 1968:266). In this view power is a phenomenon associated with a dyadic relationship of two agents.

Cohesiveness

Meisel claims that cohesiveness in elitism is closely associated with group consciousness and a common will. This implies acting together with shared purposes (Parry,1969:31-32). According to Cartwright and Zander (1962:70) persons in cohesive groups share common goals and norms. The main common goal in question at present is participation in the best allocations. This is an important and concrete goal but the group is also successful in its influence attempts. It gets things done and bestows prestige on the members. In this way cohesiveness is supported (Cartwright and Zander, 1962:81). The ethos of this group reaches beyond the immediate organization to the authority which controls it.

A factor which has been associated with cohesion of the elite group in administration is "groupthink." Janis states that this is:

> the mode of thinking that persons engage in when concurrence-seeking becomes so dominant in a cohesive ingroup that it tends to override realistic appraisal of alternative courses of

action" (Janis, 1971:43).

Various mechanisms which protect the in-group against
critical and independent input are described by Janis and
they include an illusion of invulnerability, the ignoring of
negative feedback, and an unquestionable belief in their own
morality.

Like Kimbrough's men of power, one can expect high
interaction in the group and effective channels of
communication.

Leaders' Dependency

Perhaps the most important characteristic of the
Dependent member is that he is a person who is identified
for promotion and advancement. It is safe to give him access
to resources. It is in this sense above all that the leader
trusts him. These lines of trust do not necessarily follow
the formal organizational hierarchy. However, as the
selected persons are given access to resources it places the
leader in a position of dependency towards them. In addition
to this the leader is dependent on this group for a measure
of legitimization of his authority and consequently for
stability of the organization. This group accepts the
principal's authority and the claim that it is legal and
binding. This issue is associated with much of the
organizational conflict but like the upward mobiles in
Presthus' study (1962:80) the Dependent will avoid
controversy, especially on this important point. The elite

is too small a group to give the system complete legitimacy and their closeness to the leader is regarded with some suspicion.

INDEPENDENT CATEGORY

The Independent only gets those resouces which are Established Rights and is in the threat relationship with the leader.

Conflict

The Independent is the prime focus of group conflict. He is at the opposite pole to the Dependent in a whole series of processes and factors which are integral to the authority relationships built around resource allocation. He is not permitted to participate in the division of the rewards of the other two categories. As he realizes he is not going to get anything extra, he is not subject to authority which is contingent on favour. He can stand back from the system of control through allocation of resources and criticize it. Instead of being concerned with the stability of the organization, the Independent may try to "rock the boat." The criticism which he offers may be built on any convenient issue or it may have a realistic foundation. It is a defence mechanism in the face of the threat relationship with the leader. It is through the Independent that the group expresses and at the same time absorbs the hostility of unequal distribution in the hierarchy but it results in alienation.

Alienation through type of authority utilized

(Etzioni,1964:60) is particularly important in another way. The Independent stands out as being the object of informal sanctions. The occurrence of these rather peculiar forms of control is important evidence to support the existence of this category of staff members. The decline of formal rights and duties, the capital on which the leader can draw, has left him with insufficient room to manoeuvre and it has forced leaders to learn the skills of the informal techniques. Many sorts of sanction are possible and a number of them aim to isolate the trouble-maker.

The Independent's advice is neither sought nor welcomed and he may be deprived of the status of expert in his own subject area by such tactics as being passed over as chairman for a staff committee to serve in this area. Such a chairmanship can be given to repay a debt to a member aspiring to the inner group and thus it is available to the principal as a reward, and as a punishment, at the same time. The Independents in fact are a most useful group as far as control is concerned as they serve as an example to the next highest category, the Interdependents. In addition to not being given the esteem of their subject expertise, the Independent may find it difficult to get access to funds for conference expenses or to any part of the college budget which affects him directly rather than the students he teaches.

Cohesiveness

It is likely that this group will be less cohesive than the oligarchy. Their aims are less concrete, their success in influencing administrative processes is low, turnover of members may be high as the disillusioned seek other employment. Groupthink may apply to this group also but the phenomenon has been associated by Janis with groups in power. As the Independents lack concrete success in the influence process groupthink is neither as well developed nor as important as it is in the oligarchy.

Processes which lead to isolation appear to be similar to the masking of identity or deindividualization which is often associated with acts of aggression. The act is justified as part of a role or duty (Scherer, 1975:178-181). Thus communication between the Independent and the leader may be sparse and restricted to formal channels.

Leader's Dependency

The leader is not dependent on this group and as long as the Independents cannot make allies he can snipe away harmlessly for time eternal. There are great problems in calling the leader's actions to question. However, the subjugation of the Independents is at the source of the leader's dependency on the other two groups. The relationship between the leader and the Independent is relatively easy to manage in the case of realistic conflict but the occurrence of nonrealistic conflict brings the situation of the Independent into sharper focus. He is the

object of tension release on the part of the leader or possibly another member. This kind of conflict is, as Coser points out, unstable, and it may erupt into situations which can be perceived by all to involve elements of peculiarity. The greater the tendency to instability the greater is the leader dependent on the other two groups and the more it becomes necessary to draw resources into an expanding resource vacuum. The same pressures place an emphasis on informal sanction. They lead to various forms of scheming on the part of the leader and the in-group. It is only the Independent who is aware of the stress which such acts of coercion can cause.

As the exchange phase of the Independent's relationship with the principal is held at a low level in order to keep him out of any kind of bargaining position he does not think in terms of obligations. He may well find that his duties are restricted to the classes he teaches and his participation in the administrative life of the college is minimal. He is not a "promotable" person.

INTERDEPENDENT CATEGORY

The Interdependent gets Established Rights and Other Situational Rewards and is in an exchange relationship with the leader.

Conflict

Between the Dependents and the Independents lie the main body of staff. By the very nature of the system which is under analysis this must constitute the greatest number.

The promise of the in-group rewards, as in Hapgood's "youtooism" and the threat of the undesirable position of those below is always held before them by the leader and this is important in understanding their situation. As the Interdependents have a middle position in many ways it is difficult to describe them apart from the other two groups but their main role is a balancing one. This is particularly important in the matter of conflict. They accept the system of rewards and sanctions even though they may be uneasy about it at times. In this role the Interdependents will both permit and contain conflict. They may encourage the expression of conflict in controlled ways analagous to those described by Coser (1968:42). The staff meeting to "get things out in the open" could well serve this function. These processes will not change the status quo and the principal will normally have no difficulty in getting out of this kind of situation, in which righteous indignation has been expressed, with little loss other than slight loss of face.

As a middle group the Interdependents may be involved in mild conflict and mild ingratiation with the leader but they do not engage in criticism of the system with the same enthusiasm as the Independents and they expect to be left in peace in return.

Cohesiveness

The group is too large to be cohesive but their diversity in viewpoints is loosely organized around the

goals of stability and maintenance of the status group. Communication with the principal like conflict, is at a middle level. These staff have some chance of promotion especially as they build up years of service or in situations of rapid expansion.

Leader's Dependency

This is the most important factor in the analysis and understanding of this group. The basic acceptance of authority depends on these members of staff so that the group stands out in regard to legitimacy, stability, acceptance of the allocation system, and the exactness of obligation they expect from the leader for performing these functions. The leader, for his part may take care to balance his allocations to this group. If an indivisible resource, such as a good office, is given to one member he can be by-passed in the next allocation of a similar kind. Their repayments, however, are in the currency of relatively small favours and they do not normally get beyond this level into the prized allocations of the elite. The Interdependents are eager to be bossed, as Barnard noted in regard to men generally, but not on the basis of recognition of ability as he claimed (1946:60-61).

Thus the focus of the leader's dependency is on this group. It implies the maintenance of a healthy credit balance of acceptance of authority, in the face of a threat posed by the Independents working to convince the same body of staff otherwise. One important hazard for the leader is

that the trading in favours cannot be brought into the open. Promotion is based officially on individual ability in open competition.

The leader's position will become particularly difficult if there is a serious depletion in his credit. balance of authority as it means that complaints about his conduct will be supported by the reasonable men of the middle group. The external controlling authorities of the given organization do not like this kind of situation but the danger is potential rather than actual, almost all of the time. The administrator as pawn to subordinates (Bridges, 1970) is going too far in recognizing the kinds of forces which subordinates can bring to bear but it is not unreasonable to view the Independents as pawns.

The leader's system of authority is safegarded in two ways. On the one hand the Interdependents have a strong orientation towards obedience to authority figures. This orientation is similar to that demonstrated in Milgram's experiments (1969) and it is noteworthy that only a small number of his subjects were able to overcome commands given to them. On the other hand the society and the controlling agents are, in a legal and quasi-legal sense, very sympathetic towards managers and their need for order and control.

SUMMARY OF THE CATEGORIES

Dependent

This person gets all three kinds of resources but the main

category of resources, in terms of understanding the group,
is the Best Situational Rewards.

Relationship The type of relationship which applies is
integrative.

Conflict He is in low conflict with the principal. Privately
he may disagree to quite an extent with some of the
principal's actions and proposals but this is never allowed
to develop into overt antagonism. Ingratiation is high.

Cohesiveness He is a member of the oligarchy, an inner
cohesive group which engages in a high level of informal
communication with the principal. Groupthink processes may
result. He enjoys the principal's support for promotion.

Leader's Dependency The principal can take the compliance of
this group for granted. The Dependent does not question the
legitimacy of the principal's authority but this is only a
small arena of complete and assured support and of itself is
insufficient to guarantee stability.

Interdependent

Resources This person gets Other Situational Rewards and
Established Rights and in terms of understanding the group
the former are more important.

Relationship The type of relationship which applies is
exchange.

Conflict He is in a medium level of conflict with the
principal. The Interdependent is free from the stress of
continuous antagonism of more powerful persons but not

entirely free from the <u>threat</u> of informal sanctions and alienation.

<u>Cohesiveness</u> He is a member of a large and loosely co-ordinated body of staff which lies between the two polar groups. Communication with the principal is not intense and is based on the maintenance of equilibrium.

<u>Leader's Dependency</u> The principal is fundamentally dependent on this group of staff for the continued stability of the organization and his supervisory position over it. Authority is accepted but its legality is not necessarily beyond question. The level of obedience is high but it is not automatic.

Independent

<u>Resources</u> This person gets only Established Rights and may be subjected to informal sanctions. The informal sanctions are important in understanding the group.

<u>Relationship</u> The type of relationship which applies is threat.

<u>Conflict</u> He is in high conflict with the principal and is a focus of the expression of conflict in the organization. Alienation of the Independent is part of the cost of the informal sanctions used against him.

<u>Cohesiveness</u> He is a member of a group, which exists, except in the expression of antagonism, at the periphery of the organization and of administrative support. The group itself may become quite cohesive in the face of the stresses which

are placed on it. Communication with the principal has a
high formal component.

Leader's Dependency The principal is not dependent on this
group in the sense of seeking their support but the group is
useful in other ways. The Independent stands as an example
to the others and as a focus of dissipation of conflict.
This may include non-realistic conflict and the Independent
may be forced into a scapegoat role.

A MODEL: THE TRIPARTITE CATEGORIZATION OF STAFF

A summarization of the above material is presented in
the form of a model on the next page.

The use of a model at this stage serves several
functions. The extensive statements of theory are
consolidated and the basic propositions and relationships
can be readily viewed. As the main focus of the theorizing
has been authority and resources this is the main focus of
the model. The left hand column of the model is a guide and
list of the phenomena of the categorization. The first
element, (a) indicates that authority arises from resources.
The next element, (b) refers to the derivation of the staff
categories which arise from the allocation of resources and
the final one, (c) to the relationship which each member
establishes with the formal leader. It is considered that
the relationship with formal leader is a higher order factor
than the indicators of the categories; that it is associated
with a pattern of allocation as, for example, the Dependent
who is in an Integrative relationship; and that the

FIGURE 1.

A Model: The Tripartite Categorization of Staff

(a) Source of Authority .... Authority
                                                    Resources
                                          CATEGORIES OF STAFF

(b) Combination of Resources*
in Allocation ....Dependent*   Interdependent*   Independent*
                             (Gets 1,2,3)   (Gets 1,3)   (Gets 1)

(c) Relationship with Leader ....Integrative   Exchange   Threat

Indirect Indicators of
the Categorization

	Dependent	Interdependent	Independent
Conflict	Low	Medium	High
Ingratiation	High	Medium	Absent
Informal Sanction	Absent	Absent	High
Alienation	Absent	Medium	High
Cohesiveness	High	Loose	Middle to High
Groupthink	High	Absent	Medium
Communication	High Informal	Mixed	High Formal
Promotion	Very Likely	Possible	Not Likely
Leader's Dependency	Applicable	Focus of Leader's Dependency	No Dependency
Stability	Support Stability	Focus of Stability	Encourage Instability
Legitimacy of Authority	Accepted and Approved	Accepted	Neither Accepted Nor Approved
Obedience	High	Medium	Low

* Key to Resources: 1 Established Rights; 2 Best Situation Rewards; 3 Other Situational Rewards.

indicators in each column derive from allocative and relationship factors in interaction or in association.

The three sub-headings, Conflict, Cohesiveness, and Leader's Dependency, of the above discussion appear on the left hand side of the model as headings for indirect indicators of the categorization. The factors below these indicators are the most important ones which can be drawn from the extensive discussion above. The terms to the right of these factors are a statement of the level or status of each one for each category of staff. The indirect indicators generally represent a condition in operation between the leader and the group. Stability is an exception to this and groups may or may not have a concern for organizational stability. In addition Cohesiveness in the Interdependent, and Cohesiveness and Groupthink in the Independent groups, do not involve the leader. A key to categories of resources is at the bottom of the model.

RESEARCH PROBLEM

The research problem has three major parts as follows:

1. Can the Dependent category of staff with the following characteristics be identified?
The Dependent gets all three kinds of rewards and is in an integrative relationship with the principal. His position is also characterized by low conflict and he is a member of a cohesive group which is involved in high informal communication with the principal.

2. Can the Interdependent category of staff with the

following characterists be identified?

The Interdependent gets Other Situational Rewards and Established Rights and is in an Exchange Relationship with the principal. His position is also characterized by being the focus of the Leader's Dependency and thus the stability of the college. The Interdependent has a central role in the maintenance of equilibrium and he has a medium level in many of the other factors including conflict.

3. Can the Independent category of staff with the following characteristics be identified?

The Independent only gets Established Rights and is in a Threat relationship with the principal. His position is characterized by high conflict and the implementation of informal sanctions against him. Formal communication with the principal is high.

The descriptions of the categories are reduced to the basic aspects which can be tested directly in the study. However, open questions are used in an interview schedule and this may reveal other aspects of the model.

CHAPTER 4

METHODOLOGY

This chapter deals with the pilot study, validity and
reliability in the interview schedule, and basic factual
detail of the college at which data were collected, as well
as other appropriate matters. A section dealing with the
type of research, from which was derived a strategy of
research, and a section on the means of evaluation of data,
are also included.

TYPE OF RESEARCH

The study was conceived to be basically exploratory in
nature. The construction of the framework involved
synthesizing and discussing material from many different
sources. The basic hypothesis of the existence of a
tripartite division of staff would then be investigated by
examining as many aspects of it as possible whilst
maintaining a central focus on resources and authority. Van
Dalen states, "Before much progress can be made in solving
problems, men must possess descriptions of the phenomena
with which they work" (1973:184). At this stage, the
phenomenon, staff categories, was in the condition of being
described only with reference to the literature and the
researcher's observations as a member of a college staff for
quite an extensive period. Thus it may be indicated that the
study was, in Van Dalen's terms, a descriptive one in which
qualitative data would be sought and analysed.

Selltiz et al (1959, 50-67) discuss both exploratory

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and descriptive studies as well as other types which were
not relevant. These two types have the following purposes:
Exploratory to gain familiarity with a phenomenon or to
achieve new insights into it, often in order to formulate a
more precise research problem or to develop hypotheses.
Descriptive to portray accurately the characteristics of a
particular individual, situation, or group (Selltiz et al,
1959:50).

The writers also point out that many studies do not fall
neatly into any single category. The present study was
conceived to be exploratory in Selltiz's terms with some
leanings toward a descriptive study. According to Selltiz et
al the exploratory study may simply gather information and
should include analysis of as many aspects of the study as
possible. The design for this kind of study must have some
flexibility and all of these matters were appropriate to the
present stage of theorizing on the categories of staff. The
flexibility was achieved by utilizing an open-ended
interview schedule and by retaining a number of concepts in
the model which were not a direct focus of the interview.

The stage of development of the theoretical framework
was sufficient to justify the method suggested rather than
the more basic stage of saturation-type case study in which
the variables relating to the problem are not identified
(Van Dalen, 1973:208). The method used may suggest further
variables which can be associated with resource authority,
or raise problems with some of the variables integrated into

the theory.

Strategy of Investigation

These statements set basic guidelines for a strategy of
investigation whose function is to attempt the description
of the phenomena, categories of staff. In discussing
research into social problems, such as control, Glaser
claims that the collection of qualitative data has a
"distinctive relevance" (1969:217):

> Because these areas raise problems of secrecy,
> sensitivity, taboo topics, and stigma and
> legality, and because people in these situations
> are usually adept at covering the facts where
> necessary, often the only way a researcher can
> obtain any data, or data that is accurate, is
> some combination of observing what is going on,
> talking in rather loose, sharing fashion with
> the people in the situation...

Glaser goes on to discuss different approaches to the
analysis of qualitative data. He describes four basic
methods depending on the aim of the research. This may be to
test "provisionally" a hypothesis; generate new theoretical
ideas; use analytic deduction which is associated with
theory on the causes of specific phenomena; and perform
constant comparison which is designed to generate theory
more systematically than the second method. The theoretical
model has already been generated in the present study. The
requirements of analysis were closest to the first method
given by Glaser but it was a tentative rather than a
systematic approach to testing. In this case the

construction of open questions for an interview schedule had
an affinity with Glaser's loose and sharing talk and the
varied use of probes was considered appropriate depending on
the particular respondent.

In the long run a categorization can be subjected to
testing associated with the exclusiveness and independence
of the categories but the description of the categories is a
pre-requisite to this process.

The remainder of the matters pertaining to strategy
arose from the nature of the model. The questions were
constructed around the respondent's view of the whole
college situation rather than individual experience. The
latter was certainly relevant but it posed too much of a
threat to approach it directly in an interview in which the
respondent was faced with an unknown outsider.

Several directions of questioning were apparent from
the model. There were three basic areas; resources,
relationship with leader, and indirect indicators. From
there it was desirable to extend questioning either up or
down the vertical axis, or across the model to show
variations in allocation, different relationships or
different levels of Conflict, Cohesiveness, and Leader's
Dependency. A very large number of questions could be
derived from this procedure, but interviews of this type are
normally restricted to about one hour.

In order to rationalize this situation it was decided
that the five main concepts of the model; resources,

relationships with leader, Conflict, Cohesiveness, and
Leader's Dependency should each constitute a section of the
interview schedule. The interview schedule is given in
Chapter 5. In the section on Conflict emphasis was given to
the Independent; on Cohesiveness to the Dependent; and on
Leader's Dependency to the Interdependent.

All respondents were asked the same set of questions
plus probes where these were used to clarify a question.
However, further questioning and probes on any particular
topic of study were utilized as the opportunity arose.

It was also decided that the questions of this schedule
could not all be neutral. Such questions would necessitate
an excessive amount of explanation from the interviewer. The
theorizing had a definite thrust into a complex area and the
interview must have a certain amount of flow or little
coherent information would have been produced. To counteract
the direction of the interview full advantage was taken of
the range of possibilities of questioning which arise from
the model. Questions which described a circumstance and
sought a response were offset by others in which there was
opportunity for free comment. Two hypothetical questions
were added after the pilot test. Irregularity in the
approach to questioning, rather than regularity may be a
keynote in exploratory study.

One problem remained. Even if the respondents did give
evidence of groupings of staff they would not necessarily be
referring to the same individuals in the groupings. It was

decided that respondents would not normally be asked to identify staff by name as a member of a particular category. However, attempts were made later to deal with this problem in a second short interview with communicative respondents.

INTERVIEW SCHEDULE: VALIDITY AND RELIABILITY

Gorden (1969:59) notes that the basic problem in interviewing is, "one of maximizing the relevance, validity, and reliability of the communication in both directions." Relevance and reliability received attention in trials and discussion of the schedule and in the pilot test. The skill of the interviewer almost certainly improved in these sessions. The inhibitors and facilitators of communication (Gorden, 1969) are relevant. Some inhibitors have been mentioned as limitations. Examples of facilitators are fulfilling expectations, sympathetic understanding, and catharsis. Good (1972:250) claims that task involvement on the part of the respondent increases validity. Every effort was made to direct the facilitators of communication towards this end. In the face of certain bias in direction of the schedule and interviewer bias, empathy with every respondent was essential and this was practised as far as possible. Biases of these kinds do not necessarily imply bias in the analysis of the data. Mannheim states:

> The problem lies not in trying to hide these
> perspectives or in apologising for them, but in
> inquiring into the question of how, granted
> these perspectives knowledge and objectivity are
> still possible (1969:296).

Systematic treatment and evaluation of the data appeared to be the best solution to this problem.

Another possible problem was that the questions dealt with many basic aspects of an environment familiar to the respondent. In this situation unconscious behavior may result (Gorden, 1969:82-83). An attempt was made to deal with this problem by seeking to trigger a reflective approach from the respondent in the first question.

Questions 7, 16, 20, and 26 were specifically designed to serve an anchoring function by relating the various aspects of the schedule to resource allocation and the control relationship.

PILOT STUDY

The interview schedule was pilot tested in two colleges. Seven respondents were interviewed in the first college and five in the second. A number of adjustments were made and most of them were tested in the second college. The main adjustment was to move the section on resource and reward allocation from the first position in the interview schedule to the third one in order to avoid starting the interview with the more threatening aspects of the investigation. It was also possible to expand the number of questions from 22 to 26 and still complete most interviews in under one hour. This was done by including the section on Principal's Dependency which had been kept in reserve in the first pilot run.

Two forms of question 5, which deals with relationship

with the leader, were tried. The one not included on the
final schedule was, "What different kinds of control
relationships have been established between staff members as
individuals and the principal?" The question appeared to be
too vague but the form now given was meaningful to most
respondents.

Another aspect of the questioning was that respondents
perceived and described staff groupings by subject and
function to a greater extent than had been anticipated. Two
probes on this matter were inserted in order to test the
extent of this kind of grouping as against the form in the
theoretical model.

A problem of validity remained for a few questions. For
example, question 24 on the amount of formal communication
refers to staff who used this frequently, but these are not
necessarily the Independents of the theory. In question 26
an attempt was made to deal with this problem.

The resource allocation section remained the one which
was most problematical. In the pilot study an attempt was
made at question 8 to elicit a list of resources but many
respondents were very hesitant on this matter. The question
was finally asked in the direct manner. A hypothetical
question, Number 12, was used to deal with one aspect of
allocation and also the matter of informal sanctions in
question Number 19. The final form of the schedule
represented an attempt to reach a balance between structured
questions, which might lead the respondent too much, and the

unstructured question, which could be supported by probes as appropriate. Most of the responses received in the pilot study could have been scaled on a simple scale with some difficulty. In the pilot study complete rejection of any inference of unfairness in allocation and complete support of the principal were encountered twice. A list of resources given by a respondent in the pilot study was used in the final form of question 8.

EVALUATION OF THE QUALITATIVE DATA

Due to the variation, complexity, and richness in example of the responses of the pilot study it was confirmed that sophisticated quantitative analysis was inappropriate. The best means of organizing the material by qualitative analysis were thus considered. Barton and Lazarsfeld point out that research development in the social sciences is uneven. Certain parts, such as experimental design and the analysis of survey data have been developed to a level of some sophistication but this does not apply to codification of qualitative data (1969:163). These writers provide some basic approaches to the organization of this kind of material but the techniques and circumstances which they describe are very varied. The result is that a measure of originality and improvisation is frequently necessary in each new study. There are two fundamental guidelines to the approach taken here. One is evidence concept and the other is systematic comparison.

On the former Rescher states:

> The looser the evidence concept appropriate to
> an area of enquiry, the more will the system of
> reasoning take the form of a cluster of
> interlocking propositions lending mutual
> strength and support for one another. Such
> systems can range from those based upon formal
> canons of evidential arguments, as with legal
> evidence, to systems admitting the most
> tentative and provisional modes of argument.
> However, no system of this type presents the
> aspect of a collection of chains of deduction.
> Rather, they are akin to crossword puzzles, each
> piece bolstering and interlocking with every
> other (1958:94).

The evidence statements possible in this study are
allied to the cluster of interlocking propositions rather
than the chain of deduction and there are several reasons
for this. A fairly extensive model has been given but there
are considerable limits on the resources available to
conduct research. The choice of types of questions from the
model was one of many possible routes. It was not considered
likely that the three groups of staff would stand out
equally clearly in all organizations but this research was
restricted to one college. Thus the best that could be
expected was bolstering and interlocking pieces. A failure
to find a reasonable number of such pieces would imply that
the model should be critically examined.

The technique of systematic comparison is held by
Barton and Lazarsfeld to be applicable to the small number
of cases, natural situations, and situations in which,
"...one cannot be certain that other factors are equal for
the various cases beyond those factors specifically

analysed." (1969:189). Systematic comparison in this
research involved the acceptance or rejection of the
proposition in a given question together with a second axis
of comparison associated with the attitude of the
participants towards the administration of the college. The
second means of comparison is fully explained in the next
chapter. It involves the construction of two matrix
formulations, a technique described by Barton and Lazarsfeld
(1969:192-196). The persons at the core of a matrix are the
most useful informants. In Dean's terms they are the most
sensitive to the area of discussion and they most readily
give information. Examples of these kinds of informants are
the naturally reflective, the frustrated, the person with a
need to talk, and the subordinate who has gained insights
through adapting to superiors (Dean and Eichhorn, 1969:143).

A range of other mechanisms were used to evaluate the
responses. These included the use of qualitative indicators,
deviations from expected behavior, and awareness of the
visibility bias of the spectacular example (Barton and
Lazarsfeld, 1969). Dean and Whyte (1969:105-115) deal with
this problem of truth in response. They point out that the
interviewees' replies may be influenced by ulterior motives,
bars to spontaneity, desire to please, and idosyncratic
factors which blind the informant to aspects of the subject.
A range of defense mechanisms used by informants is
discussed by Argyris (1969). They include problem denial,
silent treatment, stalling, and protective forgetting.

The appraisal of conflicting responses of the interviews has some similarity to the problem of conflicting evidence in jurisprudence. Osborn dismisses the idea that the result of a trial should be like the result of an election in the case of equal numbers of witnesses on each side. He recommends appeal to the intelligence through, "scientific, illustrated, rational testimony" (1975:35). On the same matter of quality of testimony he states that, "...there are evidences of truth and untruth in appearance, in voice, in attitude, in manner, as well as in the matter of testimony as it comes from living witnesses in court" (1975:23). The researcher was not a trained attorney and his post of enquiry was not the court but it was deemed possible to recognize some of the more blatant examples of this kind.

A number of aspects of perceptual distortion of observers are very important in assessing the responses. Newman and Newman (1965:53-73) discuss limitations in perceptual capacity and give numerous examples of the cause of over-emphasis and under-emphasis. These and several other indices of credibility were used as appropriate in the data analysis. In summary a note from Gibson on credibility in the social sciences is relevant:

> We speak of having a sympathetic understanding
> of our fellowman, of finding a meaning in their
> activities, of grasping intuitively how they
> feel, what their plans are, what they are
> driving at, and we do not speak in the same way
> of inanimate objects (1960:49).

These kinds of considerations can be used with a

systematic treatment of data. In this case they place the responses from open-ended questions into a framework which will facilitate meaningful analysis. The kind of analysis was consistent with exploratory study. It was deemed an adequate analysis to set the stage for later stages of more systematic investigation and testing.

TREATMENT OF DATA

There were two basic stages in the treatment of the data. The first was to transcribe the main statements of response of each question from the audio-tapes to columns under appropriate headings. There were from one to three headings per question and the headings were formulated by trial and error to some extent. Question 3, for example had three headings, "Middle group perceived?" "Readily perceived?" and "Size of groups." Adequate space was allowed for remarks and notes at the right of these sheets. As far as possible the respondents' actual words were transcribed at this stage. Consideration was given to emphasis detected in the responses.

The next stage was to make a sheet for each question with all respondents listed on it. Each response was now placed in a column as to whether it was positive, negative, or indeterminate, and further notes were made on any significant matter. Responses which were difficult to categorize due to hesitance and contradiction were placed in the indeterminate category. This has given a rather large number of indeterminate responses for some questions.

Certain parts of some tapes were transcribed at full length. References to the same subject, such as the particular situation of Gamma Studies, and to a relative of an administrator being given preferential treatment in allocations, were systematically accumulated.

The matrices were now formed and staff placed in them. This process was carried out after a very close knowledge of the responses had been obtained. The lists of respondents in the second sheets could now be marked as to the status of individuals in the matrices. Using both sets of sheets and supplementary notes the statement of analysis was now constructed.

A self-rater reliability test was carried out four months after the analysis of responses. Ten respondents were selected at random and five consecutive segments of information, again selected at a random point, were categorized. These segments of information came from less than fifty questions as question 5, for example, provided three pieces of information. Seven responses were not placed in their former category so that the test demonstrates 86% reliability in re-allocation of response.

POPULATION AND SAMPLE

The instructional staff and the administrators in direct supervision of instructional staff were the population of the study. A sample of 38 respondents from this population was selected on the basis of those present in the college in the interview period; representativeness

throughout all subject areas; representativeness at all
levels of the hierarchy except Principal, and rejection of
persons who had less than two years teaching experience at
the college and no other teaching experience. One recording
failed so that the final number in the sample was 37. The
college was given the fictitious name of Warriston.

WARRISTON COLLEGE

Factual and background data on the college were
obtained from the college calendar and other similar
material and in discussion with the Vice-principal.

It was also necessary to give the Departments of the
college fictitious titles. Most of the teaching staff were
organized into the four main Departments, Alpha Studies,
Beta Studies, Gamma Studies, and Kayvee Studies. One
Department, Kayvee Studies, was innovative for this type of
college and its discipline areas was not within the
traditional scope of college activity. A few instructional
staff were in smaller units outside the four main ones.
There were two levels between the Head of Department and
Principal, the Supervisor of Teaching, and the Vice-
principal immediately below the Principal. Under the Head of
Department there was one Senior Teacher per Department and
then the rank of Teacher. The teachers were aided in their
work by a number of technical support staff. The non-
instructional staff were divided into a number of units
under Senior Supervisors who enjoyed parity of rank with the
Vice-principal. The formal hierarchy of the college was thus

quite steep or severe. The college had a Program Council
consisting of the Vice-principal, the Senior Supervisors,
the Supervisor of Teaching, the Heads of Department, and a
representative of another program not of Departmental
status.

It may be noted at this point that there had been some
conflict or disturbance of some severity within the staff at
Warriston. This occurred not long before the data were
collected and it was sufficiently severe to merit a visit,
for consultation with the staff, of external agents in
control of the college.

THE INTERVIEWS

On the first morning at the college the Principal
introduced the researcher to the Head of each Department and
other key persons. In the first few days each prospective
respondent was seen individually at his office or work post
and a suitable time for interview was arranged. All of the
teaching staff were not available for interviews but a
further qualifying factor came into operation. Co-operation
of staff, including senior administrative staff was high
except in one Department. As the work progressed a lack of
co-operation in the Department of Gamma Studies became very
apparent. Two members of this Department did not keep
interview appointments or made apologies in a situation in
which there was some reason to believe that forgetfulness
was not the probable reason for failure to attend. Another
time was arranged for both members but again one did not

report on time. A telephone enquiry led to his appearance but he now showed reluctance to be interviewed. When it was pointed out that he need not participate he accepted this and departed. This conduct was quite exceptional. One other teacher in Gamma Studies had been interviewed prior to this so that two persons in the Department were interviewed but both were relatively unproductive sessions. This marked lack of co-operation is discussed in the analysis of data. Apart from this there was reasonable representation throughout the range of subject areas and the hierarchy. All of the interviews were taped and only one respondent had any uneasiness on this matter. The usual length of the interview was one hour. Three persons were approached a second time on a casual interview basis in regard to naming persons in the Independent group.

The following demographic detail was taken before each interview.

1. Name.

2. Sex.

3. Years on college staff.

4. Years of training after high school.

5. Qualifications.

6. Years in teaching.

7. Years in administration.

CHAPTER 5

DATA ANALYSIS I: PRELIMINARY ASPECTS OF ANALYSIS AND THE INTERDEPENDENT CATEGORY

This chapter is divided into two parts. The first part is an introduction to analysis, mainly by a discussion of the informants. The second part is an examination of the evidence associated with the Interdependent category.

THE RESPONDENTS: AN OVERVIEW

For the sake of confidentiality the respondents were given a random number between 100 and 199. In general the high level of sincerity of the respondents was quite striking and this adds to the validity of the study. Some apologized for not being in a more central position as far as the observation of administrative processes is concerned. Only a few respondents were abrupt and mechanical in their approach to the questions. This applies especially to Numbers 133 and 122. Number 122 did not provide very much useful information and his responses must be held in some doubt due to extreme abruptness. This is an example of silent treatment. Other respondents were extremely hesitant, or rambling, especially Numbers 110 and 158. Two technical support staff, Numbers 112 and 170, were rather far removed from the centre of administrative activity and were not able to supply a great deal of information. Two persons, Numbers 181 and 135, close to administration, the first a Head of Department, were so concerned with the problems of their own positions that they did not provide as much useful comment

on the whole staff situation as might be expected. Two other Heads of Departments were interviewed, Numbers 106 and 197. One respondent was very timid, Number 151, and one very casual, Number 180. Number 180 also had an obvious desire to please. The problematic responses were used as much as possible but much less, in illustrations of evidence, than the other responses.

Number 193, a teacher, gave a remarkable account, in a calm and thoughtful set of replies, of material which supports the tripartite theory very closely. The responses of one other person in a low status position at the technician level, Number 176, were very insightful considering this respondent's distance from the centre of administrative activity. The two administrative officers above the level of Head of Department, Numbers 111 and 176, were very valuable respondents as they were caught in a crossfire of resource allocation problems.

It was obvious from the first interviews that a basic dichotomy in approach to response existed on the staff. In a variety of ways one set of respondents were distinctly supportive of the Principal and another set distinctly critical of him. This is similar to high and low career involvement. In this kind of situation matrices which combine the range of lower level concepts can be constructed.

Matrix I

This consisted of a solid core of staff who were consistently critical of the Principal. The criticism was quite open and sometimes strong. Their outlook towards career advancement appeared to be relaxed. They had a conflict view of the college as an organization rather than a harmonious one. It was not a smooth, satisfying and well-run operation. Allocations of resources were not necessarily fair or based on merit. Sometimes their outlook on these and other matters was cynical. Some of their colleagues, and occasionally they themselves, were seen to be in trouble with the administration for reasons which were not of their own making. The responses were well illustrated and many of these staff had a large number of years of service at the college. An extreme position, the spectacular example of the Matrix I orientation, was apparent in Number 125 who provided a very well illustrated set of responses but not in the calm manner of Number 193.

The Matrix I core consisted of Numbers 125, 137, 142, 144, 145, 150, 162, 190, and 196. Another five respondents had an orientation towards Matrix I while still showing some support for the Principal. These were Numbers 116, 123, 165, 193, and 197.

Matrix II

Again there was a solid core and an excellent spectacular example. The core persons in this Matrix were consistently supportive of the Principal. High career

involvement was apparent. They replied fairly freely but
with some hesitation at times. They had a harmonious view of
the organization. It was at least as well run as could be
expected. The Principal did a good job but there were some
troublemakers on the staff. Fairness, and initiative,
especially the latter, were consistently emphasized, in
discussion of allocative processes. Again many of these
informants had a long period of service at the college and
responses were well illustrated with the exception of the
spectacular example in this group. This was Number 133, who
at times showed resentment at the merest hint of unfairness
as well as consistent abruptness. This person was clearly
engaging in problem denial to a high degree. He had a tense
manner like the spectacular example of Matrix I.

The Matrix II core, then, consisted of Numbers 111,
129, 133, 138, 146, 155, 161, 163, 176 and 181. The more
peripheral respondents were, 117, 151, and 171.

These Matrices were used, in the main, to help detect
when respondents with different attitudes were talking about
the same thing or something similar, and when they were
talking about different things. It was not necessary or
desirable to accept one point of view in favour of the other
except in cases in which such a point of view was acting as
a barrier to authenticity.

The Matrices permit two systems of comparison to
operate, Matrix I against Matrix II and a basic negative
stance to a question against a positive one.

Residue of Respondents

Most of the respondents described earlier as having a problem such as extreme hesitation were not placed in a Matrix since their responses lacked clarity and conviction. However, two persons who did respond in an insightful way could not be placed, even in a peripheral group. These were numbers 189 and 106. The remainder of the respondents thus consisted of Numbers 103, 106, 110, 112, 122, 135, 158, 170, 180, and 189.

In order to obtain the best possible statement of evidence every attempt was made to use the information of all respondents but the core persons in each group, plus 189 and 106, correspond to Dean's most useful informants. The core persons were quoted more frequently than the others and at times were considered more extensively.

INTERVIEW SCHEDULE

It is necessary to include the interview schedule at this point in order that the responses may be appreciated. The section headings on the schedule were not read out to respondents.

The following introduction to the interview was provided for each respondent:

I think that you will have gathered that selection of respondents for this study is largely a matter of convenience. You are probably also aware by now that I am interested in organizational studies. Before coming here I made a number of propositions and I am now

seeking evidence which will support or refute them. To do this I need the co-operation of a number of staff to respond to some questions. These are open questions so they may be answered briefly or in some detail as you feel is appropriate. In general the questions will seek your perceptions of staff operations rather than what is happening to you. At a few points the questions may be repetitive or appear to be so, depending on the line of response which is followed.

In this research I am not acting for any agent or employer and I am not associated with any public or private body other than the University of Alberta. The responses are confidential and anonymous. Some responses will be quoted in the study but not against the name of the respondent.

There are five sections in the interview schedule. Two of them deal more or less with disagreements of the staff; one deals with certain aspects of relationships with the Principal; one with the allocation of resources, rewards or benefits; and one with the cohesiveness of groups.

I would like to tape the responses so that I may analyse them carefully. Will this be all right with you?

Have you any questions to put to me before we go any further? The first question deals with the status quo of authority in the college.

The Interview Schedule

Section 1. Leader's Dependency

1. How much difference is there in concern among the staff

for stability in the exercise of authority?

2. How much difference is there in the way in which

individuals tend to take opposing sides when issues come up

for discussion?

3. To what extent can you distinguish a fixed number of

staff who do not take sides? (Refer to the possibility of

peripheral involvement. Ask about the size of the group.)

4. How reasonable is it to suggest that the Principal, to maintain a balance of authority, is dependent on a middle group of staff not taking sides in severe college conflicts?

Section 2. Relationship with Leader

5. The following possible types of relationship between staff members and the Principal have been suggested within the one institution.

a) Some persons are close , similar viewpoints to him on the way the college should be run.

b) Others in a state of reciprocity or exchange in which there is mutual benefit with some dissimilarity in viewpoint.

c) Still others, distant, may include elements of coercion and considerable differences in viewpoint.

How well do these types of relationship with the Principal provide a description of the various states which exist now at this college? (Refer specifically to second part of (a), (b), and (c) to give emphasis to the whole descriptor. Ask about size of the group.)

6. To what extent would these three states, close, reciprocal, and distant, represent three groups of college staff? (Ask if groups are subject/function groups.)

7. Describe the association, if any, between not taking sides in disagreements and closeness of relationship? (Emphasize that closeness of relationship refers to the three states given.)

Section 3. Rewards and their Allocation

8. I want to discuss rewards, benefits, and resources of the work situation but only those which are allocated by the Principal or administration of the college. For example, teacher satisfaction in student learning and in interaction with students is not normally controlled by the administration. Furthermore, the allocation of some of these resources is fixed by established right (e.g. salary, sick leave, vocational leave, and pension plan). Here is a list of rewards and resources given to me at another college: conference funds, support for tenure, support for promotion, material equipment, recognition of expertise, good time-table, choice committee jobs, social closeness to Principal, status, travel and study funds, professional and development funds. Do you see a similar set of allocations at this college?

9. To what extent is there a pattern in the allocation of the rewards and resources other than established rights? (Ask about kind of pattern.)

10. On what basis are the rewards and resources, other than established rights, allocated?

11. How reasonable would it be to think of these other rewards and resources as falling into a number of categories on the basis of the importance placed on them by most staff? (Ask how many categories.)

12. If there was an external request before the college that it be represented at a prestigious conference at its various

hierarchical levels, to what extent, if any, could you
predict who would be sent? (Emphasize representation at all
levels. Ask about level of prediction if 10 persons to be
sent.)

13. How well can you distinguish a number of categories of
staff corresponding to who gets what in the allocation of
resources? (Ask how many categories.)

14. Describe the association, if any, between closeness of
relationship with the Principal and the allocation of
resources. (Refer to at least one set of resources and one
relationship.)

Section 4. Conflict

15. Most organizations have a certain amount of disagreement
within the staff. How would you describe the disagreement on
this staff?

16. Can you give me a few examples of disagreements you have
known here?

17. How much of a pattern is there in these situations of
disagreement?

18. How often do such situations of disagreement relate to
disagreements between different levels of college staff?

19. If a particular staff member was seen to be a trouble-
maker in the eyes of the administration how likely is it
that informal sanctions would be used against him?
(Examples, send to Siberia, worst time-table.)

20. Describe the association, if any, between amount of

disagreement and closeness of relationship as just
discussed. (Refer to at least one level of disagreement and
one relationship.)

Section 5. Cohesiveness
21. Reference has already been made to groups of staff. To
what extent are there groups on this staff which have
different amounts of influence over the Principal? (Ask if
groups are subject/function groups. Refer also to
Principal's consultation with a fixed group.)
22. How much difference is there in the level of
cohesiveness of these groups?
23. How much variation is there in the amount of informal
communication which the different groups have with the
Principal? (Example, talk at coffee break.)
24. How much variation is there in the amount of formal
communication which different groups have with the
Principal? (Example, memo, letter. Ask about the
relationship between paper battles and distant persons.)
25. To what extent do the persons who communicate frequently
in the informal manner with the Principal form an
influential in-group around him?
26. Describe the relationship, if any, between communication
with the Principal and the allocation of resources? (Refer
to at least one form of communication and one set of
resources.)

The data may now be considered in detail.

INTERDEPENDENT CATEGORY

The Sections which deal most directly with the
Interdependent group of staff are Sections 1, Leader's
Dependency and 2, Relationship with Leader. A number of
further questions provided indirect and less specific
material which was also taken into account. The dichotomy of
the two Matrices was less useful in analysing this group of
staff than the other two groups.

SECTION 1. LEADER'S DEPENDENCY

The first question introduced the whole schedule as
well as the first section. It had to be repeated for quite a
number of respondents but once this was done it appeared to
encourage the informants to reflect on the staff in a
constructive way. The question focused attention on the
possibility of divisions within the staff. Twenty-four
informants perceived that there was variation in concern for
stability in the exercise of authority. Only six staff did
not see this variation and the other staff gave
indeterminate responses.

A few of the Matrix I respondents saw the variation as
important, even dynamic to a degree:

> There is a lot of dissatisfaction with this
> administration and a real dichotomy here because
> not all staff feel this way (Number 116).
> A wide variation with great splits on campus.
> (Number 123).

The harmonious viewpoint of Matrix II is evident in other

cases in which variation was seen:

> There is a little unrest in some areas. (Number
> 138).
> No doubt they do (this is the whole response of
> Number 163).

The six respondents who did not see variation said so
without adding very much useful information. However it is
appropriate to give examples of cases in which the
proposition was rejected:

> Never! Groups are never against one another
> (Number 138).
> Once we get rolling we're just too busy to
> notice much of that (Number 133).

Many respondents felt that the college was being run in an
authoritarian way. Indications of authoritarianism were very
widespread throughout the responses and undoubtedly
influenced the way many respondents reacted to the
questions. Seven respondents in all indicated in their first
response that they felt this way. This includes Number 116
as given:

> Not enough power going out to grassroots (Number
> 135).
> Most don't want that authority to continue
> (Number 189).
> Too many decisions are taken in isolation
> (Number 129).

Several informants identified the kinds of staff who opposed
each other, for example, "younger vs. older"; "conservative

vs. most". The presence of kinds of groupings of staff,
other than as proposed in the theory, constituted a problem
in analysis. This point is considered in the summary of
evidence of the Independent and of the Dependent classes of
staff.

The main function of the next question was to lead up
to the more specific question 3. Only five rejected the
proposition outright. None of these are Matrix I core
persons but two are in the Matrix II core group. One
response could not be interpreted. Of the remainder two
perceived some interchanging of persons depending on the
issue:

> One group can be depended on but there is also
> flexibility (Number 129).
> There's some switching on issues (Number 162).

and four only referred to mild polarization:

> Some individuals are sparring (Number 163).
> It happens at times (Number 171).
> There's not that many differences (Number 158).

Again none of these four are Matrix I persons. The rest of
the respondents were definite in their perception of fixed
groups in opposition, especially the Matrix I core persons:

> Two poles, everything else in between (Number
> 137).

This response indicates the presence of a middle group as

did one Matrix II response:

> Certain individuals are regularly against the
> administration. (Number 176).

A dichotomy without any indication of whether or not there was a middle group was more common. One of the "camps" was frequently the administration and other lines of division were departmental and conservative-liberal.

At question 3 only three respondents did not see a middle group of some kind, and only two responses could not be interpreted. Four of these five persons were in Matrix II and the fifth was in the Residue Group. Many aspects of the responses, as given, support the theory in different ways:

> There is a group that doesn't enter with the
> political affairs of the college. They don't get
> involved in anything (Number 106).
> Some don't take an aggressive stand at meetings.
> They are frightened they will lose their jobs.
> Maybe that middle group are the ones that the
> Principal first talks into agreeing (Number
> 117).
> 75% of the staff are willing to get on with
> their job without creating a fuss (Number 163).
> Most of the staff are quite willing to get on
> with their job and with the administration
> (Number 138).
> The staff are on a normal curve (Number 176).
> There is no doubt that it acts as a buffer
> (Number 150).
> Some are too busy to get involved, others don't
> care - they are on a nine to five job (Number
> 189).
> Most of the staff roll with the punches (Number
> 103).
> There is a group which isn't vocal (Number 163).

There are different levels of clarity in recognition of the
middle group in these responses. The normal curve is fairly
explicit but the 75% of staff who work without fuss does not
necessarily refer to the Interdependent.

A range of terms was applied to the middle group, such
as, fence-sitters (two respondents); neutral group; and
peace-makers. Two respondents thought the polarization of
the staff was a problem:

> There isn't a sufficient opted out group.
> There's the problem...when it comes to a crisis
> the opted out group is missing (Number 110).
> I do not see a large enough dormant body (Number
> 112).

The responses not supportive to the concept of
Interdependent included the outright rejection of Number 133
and the feeling by one or two that all staff would
ultimately take sides:

> Some people are not outspoken but they all get
> involved in the end (Number 151).

All of the respondents who saw a middle group clearly,
were asked about its size but four of the responses were
indeterminate. Fourteen indicated by giving a number, that
the size of the group was half of the staff or more or they
gave verbal descriptions such as, "very large." Seven
perceived it as a small group of eight or fewer persons and
two saw it as only two or three persons, so that the number

of staff in the middle group does not always fit the theory.

Sixteen respondents stated at the next question that the Principal was dependent on a middle group of staff. Thirteen rejected the proposition in clear terms and eight responses could not be interpreted.

Two of the sixteen had already given the size of the group as, only a few persons, and in two further cases the size was not given. The rest of the sixteen were clearly referring to a substantial body of staff.

There was a definite tendency for the Matrix II persons to see this as a reasonable and legitimate way for the Principal to operate:

> I think he probably depends on them because of
> their level-headedness. They are listeners and
> not talkers (Number 161).
> It would be very difficult if he was always in
> conflict with most staff (Number 138).
> The Principal is not dependent on the weaknesses
> of staff (Number 181).
> As far as this or any other institute is
> concerned it is very critical to have a group
> who are the stabilizing influence because it is
> a rare individual who does not go off at a
> tangent from time to time (Number 111).

The nature of the relationship and its legitimacy were viewed in a different way by some of the Matrix I persons:

> The administration sees a small group
> complaining and a larger group not complaining.
> They rationalize and use the larger group -
> look! These other people are not complaining
> (Number 125).
> The middle group try to ignore what is happening
> (Number 162).

He manipulates the middle group quite
successfully (Number 145).

There were a number of other interesting insights from those
who saw a middle group:

It can work both for and against him (Number
155).
He does not _think_ he is dependent (Number 190).
He would possibly vocalize a desire for their
polarization, at least initially on an issue
(Number 150).

Number 111, an administrator, also regarded the middle group
as an unreliable and unpredictable element which had to be
treated with some care.

The informants who rejected the proposition did so for
different reasons but quite frequently it reflected an
authoritarian stance by the Prinicpal:

He depends on those _close_ to him (Number 165).
The Principal is the centre of authority (Number
123).
They don't act to support him (Number 146).
There is no barrier or sounding-board here
(Number 193).
He is not worried if that group does not follow
(Number 142).

Summary Note

These questions revealed good evidence of fixed
divisions on the staff. The first two questions did not show
that the divisions need correspond to the divisions of the
theory but the Interdependent group of staff was clearly

perceived at questions 3 and 4, and the respondents had no

difficulty relating the Interdependent group to a range of

organizational operations and activities.

SECTION 2. RELATIONSHIP WITH LEADER

The description of the three relationships was

meaningful in its entirety more or less immediately, to

twenty-three staff. Two further persons accepted the first

part (a) and the third part (c). Of the remainder only two

persons, Numbers 133 and 111, rejected it outright. There

were various problems with the other ten responses.

Some of the terms used by the twenty-three who

perceived the relationship were as follows.

> We definitely have all three and probably a few
> that bridge between them. It's more of a
> continuum (Number 150).
> I think that's a pretty good summary (Number
> 189).
> All three are here and in different people
> (Number 193).
> That 's reasonably close I would think (Number
> 117).

Very few specific insights into the middle group were given

in this set of results but a few are noteworthy:

> I 've often wondered myself why there is so much
> agreement with the Principal (Number 145).
> You pat me on the back, I'll pat you on the
> back. It 's a matter of the Principal's personal
> interest or it might be public relations or
> aesthetics. It looks good, it might be O.K.
> (Number 103).

Three of the twenty-three did not give the size of the
group but of those who did, fourteen saw it as large in
terms such as "70%," "80%," "the bulk," or "most." In direct
rejection Number 111 stated:

> There is not a fixed relationship between the
> Principal and any staff to any degree. It
> depends on the particular issue.

Flexibility of issue, in a less firm expression, was
mentioned in two other responses which are not placed in the
acceptor category. Further problems which led to rejection
included placing all staff in one category only,
misinterpreting exchange as exchange of conversation,
referring only to one Department or one section of the staff
such as Heads of Departments, and the usual side-trackers
(Numbers 110 and 158). A few examples of those kinds of
responses are:

> The close ones are there to some extent but not
> to the point of favouritism (Number 146).
> I think the second one...there are no serious
> differences of opinion here (Number 129).
> It really depends on the issue (Number 144).

Question 6 was not particularly relevant to this group.
Only one respondent perceived the persons who were in a
reciprocal relationship with the Principal to be in a group
in the sense of being cohesive.

At question 7 there were eight instances of respondents
stating that the middle group of Section I was the same as,

or very similar to, the reciprocal group of Section II. This means that the informant was referring to the same persons and that the groups of both sections corresponded in size. A further four persons claimed that the groups were the same but the size of the middle group, as given, was quite different from the size of the reciprocal one. Only five of the respondents rejected the question outright so that a large number had problems of various kinds at this question. Five persons stated that they did not know, and most of the rest were too hesitant or had not perceived the middle group or the reciprocal group sufficiently clearly in the first instance.

Summary Note

This section adopts a different approach to the identification of the Interdependent group. The identity and description of the group as given in the theory is well supported. The number of persons who described the Interdependents exactly by both the middle and reciprocal means is limited.

CATEGORIZATION OF RESOURCES

A categorization of resources was the main basis for the categorization of staff and it was thus essential to treat this matter at an early stage of analysis. The intent of questions 8, 9, 10, and 11 , was to attempt to establish the categorization of resources. It was confirmed by almost all respondents at question 8 that the set of resources as listed, or a very similar one, existed at the college. A few

persons had difficulty in thinking about all of these items
as resources but a more common problem was a claim of
shortage of funds for travel and professional development.
Allocations of equipment for teaching purposes were
generally considered generous. Allocations were perceived to
be in a pattern by thirty respondents and in categories by
twenty-six respondents. However, twelve of the twenty-six
did not perceive a clear cut categorization. There was a
tendency to place such items as professional development in
an important category but only two persons gave three
categories of staff, Numbers 144 and 193. Number 193 had no
difficulty relating the allocation of Established Rights, as
a single allocation, to a distant group. Frequently it was
not meaningful to ask about the number of categories of
resources as the respondents did not perceive a
categorization with sufficient clarity. Thus it was not
possible to build on a tripartite categorization of
resources in further questioning. The more limited approach
of differential allocations did emerge clearly. This was
used in a consideration of the responses but a fixed range
of resources cannot be associated in a precise manner with
the categories of staff.

OTHER SECTIONS

In the resource allocation section little information
on the Interdependents was obtained. A middle level of
allocation is a difficult matter to investigate because it

does not stand out. One person indicated that the allocations were at three levels, to the "overdoers," the "doers," and the "underdoers," but a more common point of interest concerned the balancing out of allocation which was apparent in some responses. There were nine instances of this, most of them at question 13:

> It varies from year to year. If you are low one
> year it is made up in the next (Number 150).
> I've seen the go-getters who are striving to get
> things done shut down...it's time to call a halt
> and look elsewhere (Number 146).
> At one time we can justify something and it is
> justified and we don't get it. At other times I
> "justify" things we don't need so badly and we
> get it. (Number 155).

These kinds of remarks may result from the demands of budgetary procedures. However, there were some allegations to the effect that resources were deliberately withheld from certain persons. This is discussed later.

There were a few other scattered pieces of evidence pertaining to this group. In addition to the case already mentioned, Number 162 stated several times that the middle group, which could play a modifying role, was too small and powerless at Warriston. Number 145 stated in reply to question 26:

> Some say, "don't rock the boat" and they get
> really angry with those who try to change and
> improve things.

Summary Note

The other sections of the schedule only yielded a few points of interest. This concerned what may be a balancing out of allocations relevant to the policy for the Interdependent class.

INTERDEPENDENT: SUMMARY OF EVIDENCE

The kind of allocation to the Interdependent group, Established Rights and Other Situational Rewards, was not found in the investigation. There is good evidence of an Exchange relationship in the terms of the theory and also that this relationship involved a substantial number of staff. The Principal's dependence on a middle group of staff emerged clearly. There were indications, not of a clear and firm nature, that the Principal balanced out allocations within the group. The role of the group in controlling conflict and providing a stabilizing influence was also clearly shown in the evidence. At Warriston the Interdependents had been influenced to quite an extent by the Independents. It appears that the severe authoritarianism had caused the Interdependents to have quite a lot of sympathy for the Independent point of view.

A medium level in other factors of the model, such as communication and conflict could only be suggested indirectly through the establishment of polar levels of these factors. However, there is quite good evidence to show

that the Interdependents were loosely cohesive as described in the theory.

Some college staff, the Matrix I persons with a conflict view of the organization, tended to perceive the Interdependents in negative terms. The Matrix II persons who had the harmonious viewpoint, perceived the Interdependents in more positive terms. This identification of the middle group, by two sets of persons with different viewpoints, is a good indication of its presence, status, and actions. The group and its activities were described in a range of ways which support the theory.

CHAPTER 6

DATA ANALYSIS II: THE INDEPENDENT CATEGORY

This chapter examines the evidence on the Independent

class of staff. The main Section of the interview schedule

pertaining to this group of staff is Section 4 but there are

important questions in Sections 3 and 5.

SECTION 1. LEADER'S DEPENDENCY

There were some signs in this Section that a distant

out-group was both present and active. Twelve respondents

made reference to a group of this type, two of them on two

occasions. A few of these kinds of responses indicating two

polar positions have already been mentioned in Chapter 5.

The fixed nature of the out-group opposition was evident in

most of these responses. They came mainly from questions 1

and 2:

> There are a few rebels who oppose for the sake
> of opposing (Number 142).
> There is one group on campus you could depend on
> to take a view in opposition to administration
> (Number 129).
> Some individuals oppose all the time (Number
> 161).
> Some oppose on principle (Number 196).

Reference to fixed opposition by an out-group was made in

Section 1 of the previous chapter. The two senior

administrative officers freely acknowledged the phenomenon:

> In certain areas there will be a pre-determined
> response (Number 111).
> It is predictable as far as those individuals
> who would take a stand against administration
> regardless of what. There are individuals we can

identify and predict because of certain action
taken by administration (Number 176).

The term "rebels" was also used by another respondent,
Number 145. Signs of alienation of one group of staff are
apparent in these responses. Comments which linked the
middle and an out-group were given by one person at question
4 and by another at question 3:

> He does not have to worry about the middle but
> there are a few individuals he will have to
> confront (Number 189).
> The third group is very vocal but those who are
> that way get shot down. They are in hot water
> but that has the effect of keeping the others
> quiet (Number 125).

Comments of this kind which mentioned the normal curve as an
indicator of three groups, were recorded in Chapter 5.

Summary Note.

The first section produced some indications of the
Independent group even though it was really designed to
investigate the presence of another group. The above
comments have to be considered in the light of the staff who
did not perceive polarization and groups in Section 1.

DEPARTMENTS AS CATEGORIES OF STAFF

Allegations of unevenness in allocations to Departments
coupled with a variation in the influence of the Departments
on the Principal were apparent from the first interviews. It
was claimed by both members of Beta Studies and other staff
that this Department was enjoying a period of attention and

extra expenditure. There were also some claims that the new Department of Kayvee Studies was low in influence and that a clique of the traditional Departments was very influential.

The lack of co-operation from the staff in Gamma Studies has already been noted but it was not apparent till four days of interviewing had taken place. It appeared to the researcher that a possible explanation for this low co-operation may have been that the researcher was perceived as the "Principal's man" on the first day. Thus the staff of Gamma Studies were expressing antagonism towards the Principal by not participating in the interviews. It appears to be an example of protective forgetting. In addition the Head of Gamma Studies was readily identified in the follow-up interviews as a rebel.

Probes were inserted at certain points with suitable respondents to test the possibility of Kayvee Studies or Gamma Studies acting as an Independent group. The first of these probes was in Section 2 of the schedule.

SECTION 2. RELATIONSHIP WITH LEADER

In Chapter 5 it was pointed out that twenty-five respondents perceived the distant group of staff. Apart from size only a few comments were made which added to the identification of the Independent or were otherwise of significance. Two persons associated confrontation with the distant group but one felt that it consisted of people who were, "not involved, stand-offish." Thirteen persons

described the size of the group in terms such as "small,"
"very few," or "10%," but nine respondents claimed that the
distant group was large. Five persons saw it as the largest
group on campus, others as the same size as the middle
group. The extent to which this reflects a reaction to
authoritarian practices and successful influence attempts by
certain active out-group members is not clear. Four persons
who saw the distant group as very large, also described a
small "radical" or "ultra" group within it:

> I see one more category, the openly hostile
> (Number 116).

Respondent Number 129 stated that one Department fitted the
description of distant as given in question 5 (c) and that
this Department was in opposition to the Principal:

> I think it could very well be that the rest of
> the instructors take their tune from the head of
> the area.
> Interviewer: Would you care to identify that
> area?
> Gamma Studies, I don't know whether or not it's
> a deep-seated conflict between the Head of Gamma
> and the Principal or they are really at odds in
> their ideas of what is required here...there is
> going to be an explosion some day and it worries
> me.

At the same question, Number 106 described:

> ...direct opposition on certain issues and over
> specific programs or Departments.

He described a particular instance of difference of opinion between the Principal and the Head of this Department in regard to one program:

> Interviewer: How constant is this? I am seeking situations where constancy exists.
> Yes, I would think there is constancy and in particular it is over this program in Gamma Studies.

At question 6 only three persons perceived distant persons as a group in the cohesive sense.

Summary Note

There was good evidence in this Section to support the existence of a distant group of staff in Threat relationship with the Principal. There was also evidence that this group was in conflict with the Principal. The size of the group as given in the theory was verified to some extent. There were signs that one Department was serving the Independent function.

SECTION 3. REWARDS AND THEIR ALLOCATION

In Section 3 there were many indications of preferential allocations to particular groups or persons and a considerable number of references to persons or groups against whom there was discrimination in allocation. Most of the latter were at question 16. Apart from the Departmental references, only five other instances of discrimination could be recorded at questions 9 or 10. Examples of these

kinds of responses are as follows:

> Them that's got gets. The ordinary teaching Joe
> doesn't get much of a chance (Number 142).
> There's some discrimination against those
> further down (Number 170).
> If I want to go to a day conference and the
> administration does not want me to go, they will
> say, "No money!" but, if one guy applies and
> they want him to go, they will find the money.
> Interviewer: Why do some people not lobby for
> funds?
> It's fear. If they fight the admin. decisions
> they may come back at you next budget. It's all
> very subtle (Number 162).
> Some of the more popular programs are getting
> support over others that are not powerful.
> Interviewer: Would Gamma Studies perhaps be a
> neglected area?
> Yes (Number 137).

Informant Number 145 described a situation of three persons
on the staff applying for study leave. All of them got it
but two got most of their salary with it and one got one
third:

> He had as good a cause or better but he wasn't
> as close to the people with the funds...the
> rebels don't get the same sort of treatment.

At question 14, twenty respondents claimed that there
was a relationship between closeness to the Principal and
allocation of resources and nineteen of these claimed that
the distant persons were getting less. Thirteen stated that
the two factors were not related. The remaining replies were
indeterminate.

The relationship was expressed in a number of ways. If
it was not clear that they indeed meant that distant persons

were getting less this was verified:

> The distant people are not getting as much
> (Number 142).
> The closer to the Principal the more he
> understands your concern and the more likely you
> are to get it (Number 150).
> You must know the system and the personalities
> involved...the distant people don't know the
> system (Number 116).

Five of the twenty qualified their remarks by stating that
large scale differences did not exist. Number 145 was one of
these and he further qualified this statement by noting
that:

> The radicals may be given some things to shut
> them up.

There were four allegations of low allocations to Gamma
Studies at this question. Numbers 103 and 105 named and
rated the Departments:

> Beta Studies are getting, Alpha Studies are
> getting but Gamma Studies and Kayvee are not
> getting (Number 107).

Number 105 claimed it was only Gamma Studies which was
deprived. Number 144 described allocations to Gamma Studies
as, "played down to some extent" and Number 106 confirmed
the point quoted above by stating that allocations to Gamma
Studies were "restricted." In addition, Number 190 claimed
that Gamma Studies was the distant group.

Matrix I and Matrix II clearly had different viewpoints

on allocations. Respondents 137 and 142 as quoted above are
typical of Matrix I. The Matrix II approach is as follows:

> I don't think the administration has said
> consciously or unconsciously, "There are the bad
> guys and the good guys, and the good guys merit
> an undue allocation of resources (Number 111).

The difference was particularly marked in question 14 but it
was apparent in the other questions in this Section. Only
two Matrix II persons as against twelve Matrix I were
included in the nineteen who perceived low allocations to a
distant group and for one of these it was a mild difference
only. On the other hand ten of the thirteen who rejected the
idea of a relationship were in Matrix II as against only one
in Matrix I.

Summary Note

    There were important implications in this Section of
the type of pattern of allocation which fits the theory. The
distant persons were getting fewer resources. One
Department, Gamma Studies, was identified as having the
Independent type of allocation to some extent.

<div align="center">SECTION 4. CONFLICT</div>

    Only five persons felt that the conflict at Warriston
was severe and four of these were in Matrix I. Most felt
that conflict was moderate or minimal. The spectacular
examples of the Matrix positions stood out. Number 133 could
not, "remember any burning issues." Number 125 described a
number of examples of severe conflict adding that, "it could

get quite bitter." Eight persons indicated that the conflict
was vertical and none that it was horizontal.

Responses to question 16 showed the authoritarian
nature of the administration and this was reflected strongly
in the rest of Section 4. Question 16 also directed
attention to certain conflicts involving student rights in
which a staff member had supported the students strongly in
opposition to the administration. Number 176 mentioned the
conflict area by making reference to the extra-curricular
appointment of editor to a Warriston publication. Without
specific probing five other persons identified this
activity, and the individual who carried it out, in
questions 19, 21, 24, and once immediately after the
interview was over in informal conversation. In the few
second interviews in which the identity of Independents were
sought the same person was immediately identified in all
cases. This person, Number 125, was one of the sample and
the second last person to be interviewed.

At question 17, twenty-seven respondents stated they
saw a pattern in the organizational conflict; five stated
that they did not see a pattern. The rest of the responses
were indeterminate. There were indications that the pattern
was strongly established:

> At times its God-damm boring (Number 112).
> Same people, same issues (Number 190).
> It _is_ repetitive (Number 176).
> Regular disagreements and they are not
> resolved...it gets to the point that you know _he_
> is going to say something. You know you are not

                    going to like it (Number 162).
                    The regular teachers versus the administration
                    (Number 137).

Apart from this last one there were only a few other signs,

at this question, that the conflict was vertical. There were

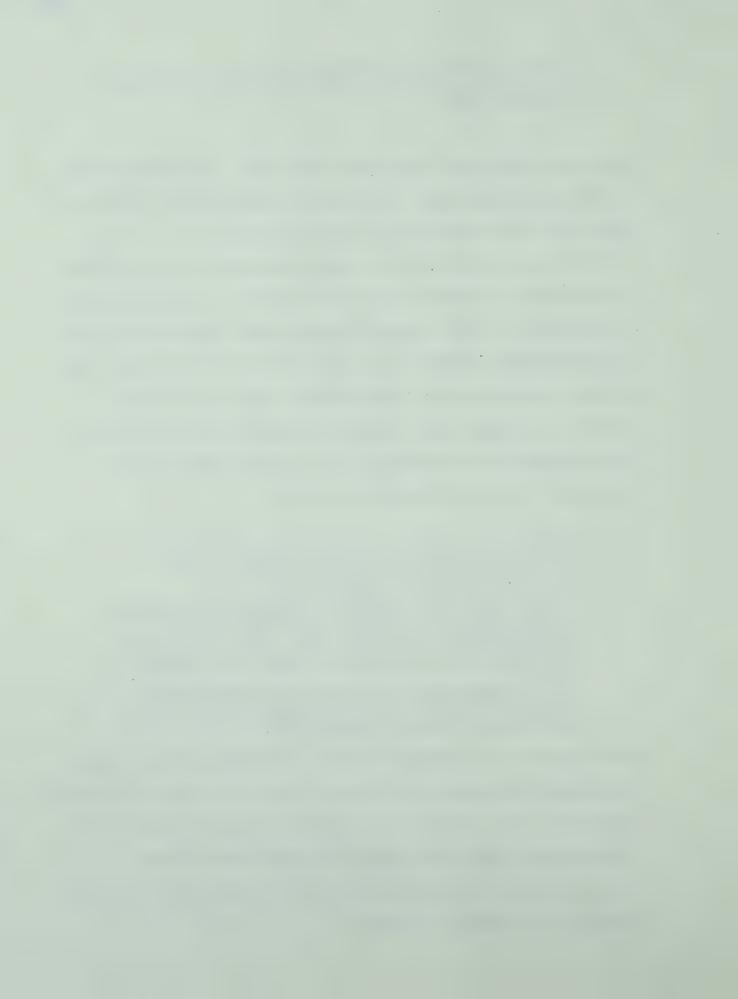also a few who maintained it was horizontal.

     At question 18, twenty-eight respondents saw conflict

to be between different levels of staff on a regular basis

or constantly. Three persons stated that conflict was more

usually between persons at a horizontal level and the rest

of the responses were indeterminate. The way in which

conflict was described between different levels of staff

varied from milder terms such as, "a fair bit," "quite

frequent," to "very frequently," and:

          That's the biggest disagreement. Staff as a
          whole really get along but there's a big
          disagreement there (Number 165).
          Very frequently in the last year, the
          administration, teachers, Assistant Department
          Heads, Department Heads, have had lots of
          disagreement over many, many, many, issues and
          the feeling has not been a good one (Number
          116).
          Very frequently ... others are occasionally
          involved but the heat is usually found around
          the distant person (Number 150).

Unfortunately the opportunity was not always taken to get

the persons who perceived regular conflict between different

levels to relate this to the distant group. Eleven of the

twenty-eight were asked about this and nine of them,

including the one mentioned above, did relate the constant

conflict to a distant group:

> Yes...that group, everybody knows who they are.
> I don't think they affect the bulk of the staff.
> They're not influential (Number 193).

There is evidence again that the Matrix I persons have a conflict view of the organization as all of them, except one, perceived regular vertical conflict whereas five of the Matrix II persons gave indeterminate responses or perceived horizontal conflict to be more prevalent.

Eighteen informants stated that informal sanctions could be, or were, used at Warriston against troublemakers. Fourteen said it did not happen and five gave answers which were indeterminate. A few of the eighteen perceived these sanctions to be happening rarely or in mild forms but most replied in stronger terms:

> Yes, it happens. In fact it's quite predictable
> that if you disagree very strenuously with what
> the Principal is trying to do you will probably
> experience some retaliation at some point in
> some way (Number 197).
> I am sure there would be some kind of subtle
> reprimand (Number 189).
> It's used estensively (Number 196).
> I think this happens ... it's very much in
> evidence. What is noticeable is what isn't done
> for them (Number 172).

The subtle nature of the informal sanctions was apparent in quite a number of replies apart from one or two given above:

> The Principal is going overboard not to appear
> to be doing that sort of thing (Number 142).
> Things would not be done to him but things would
> not be done for him (Number 165).
> A withdrawal of support by administration

> conveniently forgetting their legitimate rights
> of service (Number 196).

All of the Matrix I persons except five were included in those who saw sanctions at work. Only two Matrix II respondents felt that informal sanctions were at work and they replied in guarded and cautious terms:

> Maybe once or twice (Number 117).
> Oh! I, hmmm... have to feel that this has
> applied in one or two instances since I've been
> here .... that they got the message. Ah ....
> there's probably no specific actions that were
> taken, ... that could be taken to give them the
> dirty jobs ... like inferior time-table.
> Interviewer: What kind of actions were taken?
> Hinting that it would be better for all if they
> complied?
> Maybe the word is, "innuendo" (Number 111).

There was quite a bit of stalling or hedging at this question in other replies of Matrix II persons. Three of the fourteen who were considered as not seeing informal sanctions really gave contradictory replies:

> Common sense will prevail ... some individuals
> make asses of themselves and the staff will
> speak to them.
> Interviewer: Does this mean sanctions are at
> work?
> No, I don't see it (Number 163).

Apart from "innuendo" and the withdrawal of support apparent in the response of Number 196 as given, twelve further respondents gave examples of informal sanction. These included the denial of conference funds, assignment to worst

teaching times, reprimands of verbal and written kinds, and even the denial of teaching equipment. Withdrawal of support, the convenient overlooking of help when it was required, emerged as a most important sanction at Warriston. The examples included one reference to specific action taken against Gamma Studies and one reference to specific action taken against Number 125. Number 125 gave four instances of actions, which he claimed were taken against him. These were very detailed accounts involving administrative and staff actions and interactions:

> This year we were asked to start a staff newspaper. I was asked to be the editor of the paper and I happen to be identified as one of the radical element on the college. I started discussing some issues in the paper and I approached staff members to solicit their opinions and what have you. I got real negative response. A lot of people were scared to even reply or anything else and the newsletter dealt with some issues of concern, you know, obviously areas of conflict within the college.
> Well, a number of staff went complaining to the administration. They said that the newspaper should not be run that way. The Principal went to the president of the Faculty Association to get feedback on what they felt the paper should be doing. A vote was taken and the Faculty Association supported the paper the way it was, so, the administration was caught in a bind as they were hoping to use the Faculty Association to curtail the paper. They couldn't do it, so, the other result is that they turned round and relieved me of the job of editor and the paper did take a change about in terms of its voice but they couldn't do what they wanted to do, - a heavy...
> Interviewer: You regarded that as some sort of sanction, I'll assume, because you enjoyed this work?
> Well, they tried to do it as a formal thing, initially and when that didn't work they just eliminated me and put in someone else...O.K., in

the long run how its caught up with me is that
when I asked in the Spring for certain things,
you know, like to go for a conference, I was
turned down.

Later, he elaborated on the conference:

I had a chance to go to a conference in Halifax,
on Indian Rights. It wouldn't have cost the
college a cent. Indian Rights would have paid my
way to it. Normally they give other instructors
time off with salary as a P.R. gesture for the
college. I was told, "If you want to do it, take
holiday time and do it," and that's what I ended
up doing.

Another incident involved a claim of withholding teaching

equipment by the administration. In all four accounts there

were many indications of strong alienation. This is readily

detected in the one given above.

The inclusion of the informal reprimand or "speaking

to" as an informal sanction is problematical as it depends

on how it is delivered. Some respondents referred to

reprimands at the level of "a chewing out" but other cases

were clearly of a much milder and advisory nature.

The following are some replies of those who did not

perceive informal sanctions to be at work:

I've never known any case. Management is often
not strict enough or strong enough (Number 161).
I know a radical but I've heard no complaints
from him about sanctions (Number 133).
No, but...there are people they would like to
deal with (Number 146).
I think they would be more frank. They would get
the cards on the table and not beat about the
bush (Number 122).

> No...sanctions are very difficult...it would
> only be token (Number 176).

Number 176 and Number 111 who were quoted earlier at this
question, are giving the administrative point of view.

At question 20, thirteen respondents linked high
disagreement with a distant group of staff and low
disagreement with a close group. Two others associated high
disagreement with the distant group but did not perceive
closeness and low disagreement to be linked, and four others
perceived only the closeness-low disagreement state. Two
responses were against the expected direction on both
factors. Six claimed that there was no relationship and the
rest were indeterminate.

NONREALISTIC CONFLICT

In the first quotations in this Chapter there were
several indications of nonrealistic conflict, the rebels who
oppose for the sake of opposing. There were nine other
scattered references which suggest that nonrealistic
conflict was at work. A clear case occurred at question 19:

> We've got a member who likes to stir and the
> Principal bites (Number 190).

The member in question was later identified as Number 125
through mention of his qualifications which were unique at
Warriston. There was another very similar statement from

another respondent. The other references did not necessarily
refer to the out-group of the theory.

> Some things are escalated beyond all
> proportion...vindictiveness results (Number
> 196).
> He does things that antagonize the whole staff.
> He bawled out the entire staff because a few did
> not show up at a staff meeting and then at the
> next meeting he did not show up (Number 190).
> I haven't received a memo for ages...its almost
> like he picks on certain groups (Number 116).
> Some individuals at the opposite end have a
> negative influence. The Principal heads off in
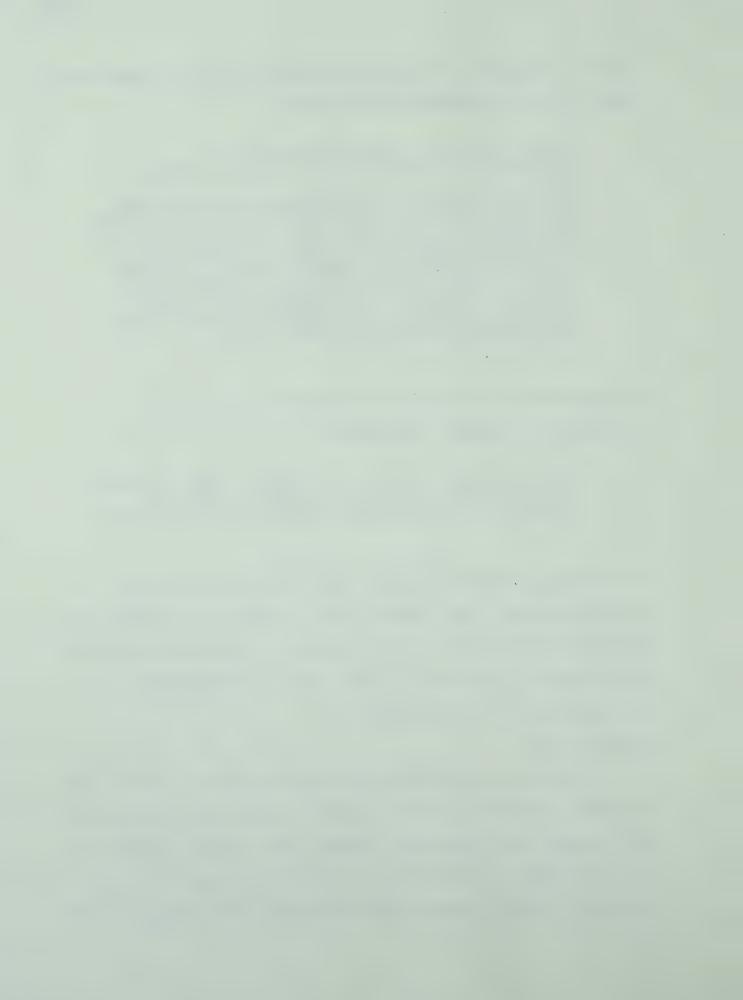> the opposite direction (Number 145).

In response to question 24 on variation in formal
communication Number 129 stated:

> A fair amount and it's not awfully good...people
> affected often don't get communications. It
> happens so often that it cannot be an oversight.

One or two of these examples such as the reference to
vindictiveness, and, opposing for the sake of opposing, were
clearer indications of the presence of nonrealistic conflict
than others. Almost all of this kind of information was
provided by Matrix I persons.

Summary Note

There was good evidence in this Section of the use of
informal sanctions against persons of the type described in
the theory. One individual, Number 125, clearly emerged as
an Independent at Warriston. Conflict was shown to be in a
pattern. Distant persons were perceived quite frequently to

be in high disagreement with the Principal. There were some
indications that nonrealistic conflict was at work.

SECTION 5. COHESIVENESS

Apart from question 24 this section was not designed to
obtain evidence on the Independents. There were four
indications at question 21 and two elsewhere to the effect
that an out-group was active and could hold its own in
conflict situations:

> They do have an indirect way of forcing him to
> take a position which may be untenable (Number
> 171).
> They are harassed but they are a very strong
> group. They can stand very much on their own
> (Number 123).
> ...they make their views known and sway people
> and sometimes the administration has had to back
> up. They are astute and active (Number 116).

At question 22 the attention of respondents appeared to have
been focused on the influential group and it is possible
that the question did not deal effectively with the
cohesiveness of the distant group. Almost all respondents
felt that both of the polar groups were not cohesive. Only
three persons specifically mentioned the distant group as
cohesive.

Twenty-four respondents claimed that there was quite
high to high variation in informal communication with the
Principal but again the question did not reveal anything of

importance in regard to the distant group. There were seven indeterminate responses so it appears that a pattern of informal communication was at work.

The level of formal communication was perceived by seventeen respondents to vary in a marked way. Eleven respondents claimed there was no variation or only slight variation and the other responses were indeterminate. Ten of the seventeen respondents related the high formal communication readily to a constant "paper battle" situation involving the administration and distant persons. Three other persons who only perceived a low level of variation in formal communication also perceived this constant paper battle state between individuals and the Principal. One person specifically identified one Department, Gamma Studies as being involved in the paper battles. The question generated some useful insights:

> The rebels are in a memo blizzard and there is only a low effort to resolve it (Number 145).
> He picks on certain groups (Number 123).
> It helps some of the distant to be distant (Number 150).
> The paper battle occurs to avoid personal confrontation (Number 196).
> It's people defending their empires (Number 161).

Again a difference in orientation towards the matter can be recognized in the last comment of a Matrix II person compared to the others which are all from Matrix I. A few Matrix II persons saw paper battles occurring only rarely.

Sixteen persons perceived a relationship between the level of communication and the allocation of resources and in all of these cases it was in the expected direction. Eleven persons dismissed the idea that communication and allocations were related. A few of the replies are worth noting in regard to the Independent group:

> Gamma Studies suffers psychologically in allocations (Number 111).
> The distant people are not effective communicators (Number 189).

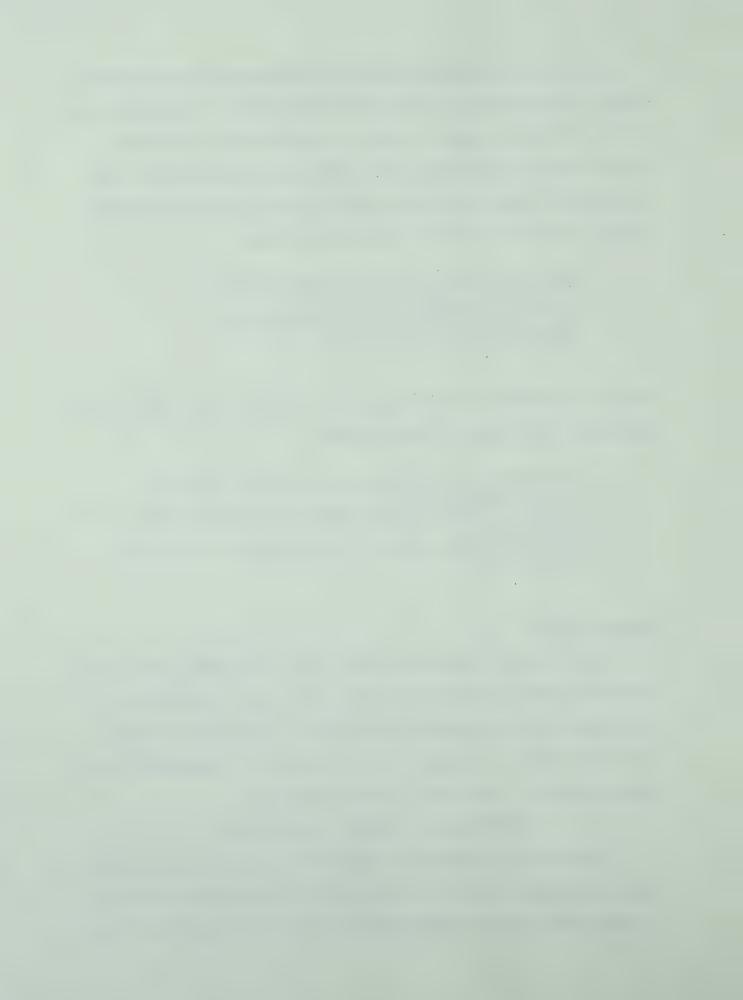Matrix II persons tended to see no relationship and also to emphasize fairness and initiative:

> You don't gain brownie points unless they are earned (Number 161).
> You get a good hearing when you need something (Number 163).
> The go-getters and the strivers get an advantage (Number 146).

Summary Note

The evidence indicates that the Independents were not a cohesive group of staff but there were some indications of conscious and co-ordinated activity. A pattern of formal communication as proposed in the theory was reasonably well established as described in this Section.

INDEPENDENT: SUMMARY OF EVIDENCE

One person, respondent Number 125, and one Department, Gamma Studies, could be identified as Independent entities at Warriston. Other Independent persons or groups may also
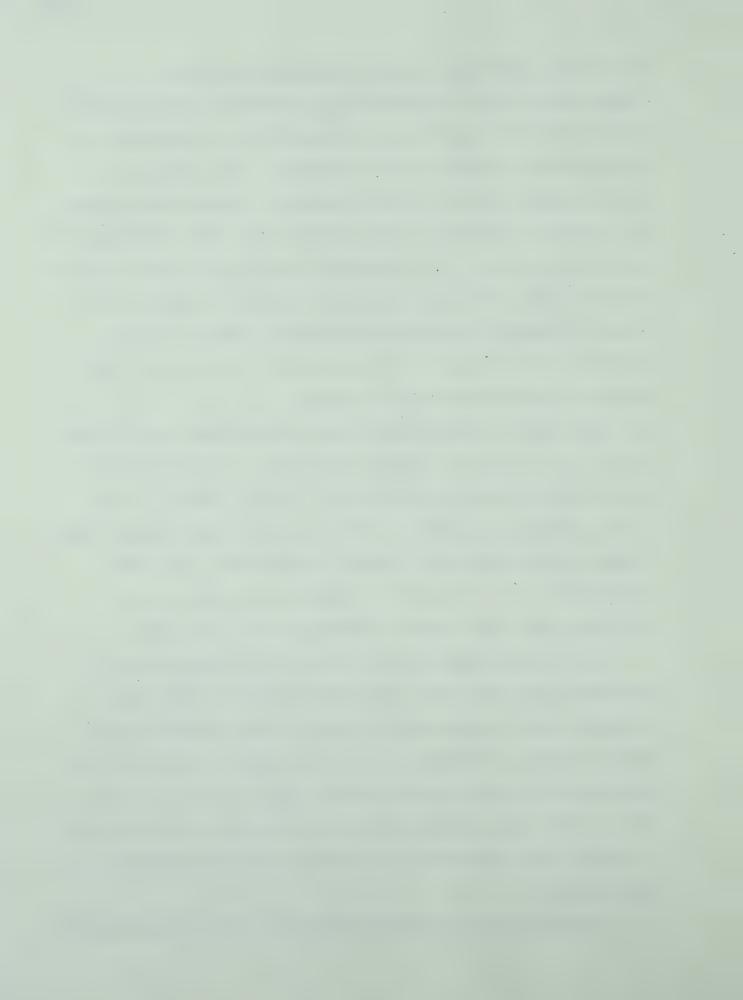
be present but they were not identified in this investigation. The evidence of an Independent departmental group came partially from the researcher's experiences and observations outside of the interviews. Thus there was a fairly clear case of a formal group of college staff acting as a group as posited in the theory. The group identified as rebels also fitted the Independent description very well and indeed, Number 125, was named as a leader of rebels. Other terms of grouping used by respondents, such as the new academics and younger staff show staff divisions but they were not the divisions of the theory.

The kind of allocation to the Independent, Established Rights only, was not clearly described and identified by respondents as associated with the group. Rather, it was quite strongly suggested in the data that this applied. The Threat relationship was clearly in operation. This was supported by the presence of informal sanctions, high conflict, and high formal communication in the group.

The Independents did not constitute a group in the cohesive sense. The two Independent entities were fairly distinct and separate and it was not known whether or not Gamma Studies constituted a cohesive group in its own right. The Independent at Warriston was a _type_ of organizational unit rather than a functional cohesive group. There was some evidence that the size of the Independent units or unit fit the theory.

There were more limited indications that the properties

of alienation, encouragement of instability, and
nonrealistic conflict, of the Independent, were also in
operation.

One section of the respondents, Matrix I persons
claimed much more frequently and strongly, that informal
sanctions, high conflict, and high formal communication,
were present in association with this type of staff, than
another section of the respondents, the Matrix II persons.

CHAPTER 7

DATA ANALYSIS III: THE DEPENDENT CATEGORY AND FINAL ASPECTS

OF ANALYSIS

The evidence on the Dependent group of staff is
examined in this Chapter. The main Sections of importance
for this group of staff are Section 3 on resources and
Section 5 on cohesiveness. There are also some concluding
matters of evidence concerning the whole model.

SECTION 1. LEADER'S DEPENDENCY

Reference has already been made to polarization and
divisions which were detected in this first Section. There
were six specific references in this Section to a group of
staff closely aligned to the Principal. This was expressed
as a traditional or conservative group as opposed to younger
teaching staff. The claim of a traditional discipline clique
was also made quite frequently in later questions:

        The Principal is with the traditional clique
        most of the time (Number 135).
        There is a slight division - the traditionals
        versus the new academics. (Number 181).

    One respondent claimed that the Principal was more
dependent on a close group of staff rather than a middle
group. A senior administrator referred to staff loyalty:

        I have people who trust me amongst the staff and
        express matters of concern that they see..."Can
        you intervene?" (Number 176).

There is an indication here of persons close to the administrative apparatus but not high in the formal hierarchy.

There were several references in the first Section and again later to the Principal as a very isolated and authoritative leader:

> I am not sure he is dependent. He is a fairly strong individual and can stand up with a minimum apparent backing from anybody (Number 150).
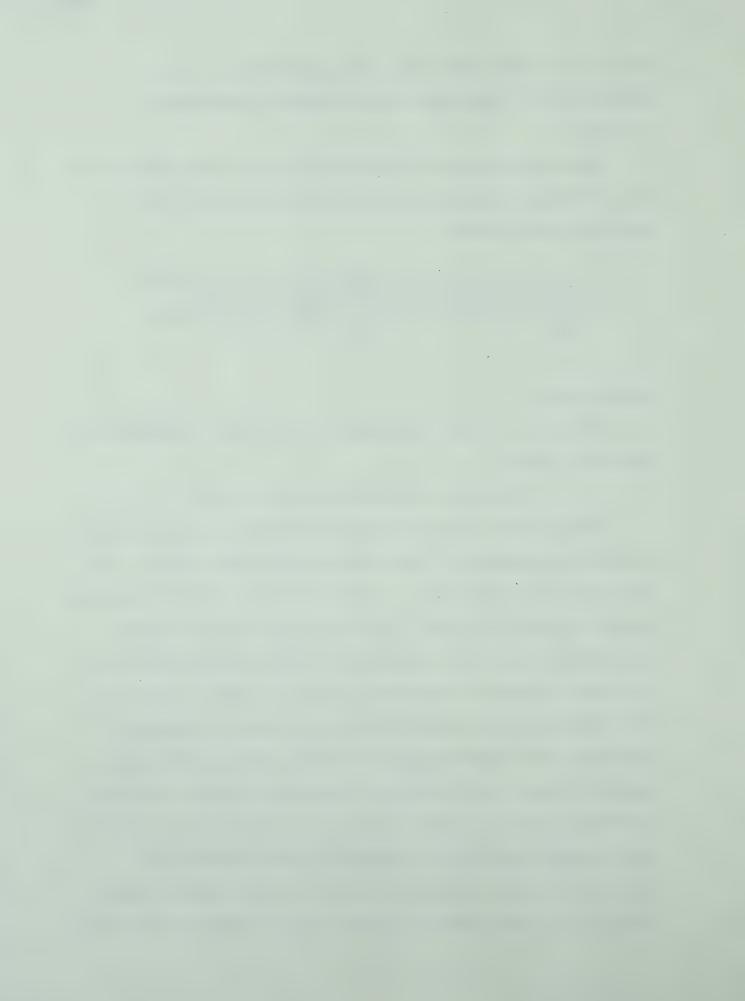
Summary Note

There were a few indications in the first Section of a Dependent group.

SECTION 2. RELATIONSHIP WITH LEADER

Twenty-eight persons readily identified a close group of staff at question 5. The others except one, Number 133, could not be interpreted so that there was only one outright claim at question 5 that the close group did not exist. Again there were a few references to the close group being the small clique of traditional subject areas and one to, "the administration favouring Beta Studies at present." Nineteen of the twenty-eight gave the size of the close group as "few," or "very few," and this includes one reply of "15%," but all of the rest were in the first two terms or very similar ones. Of the remaining nine persons who perceived a close group, one saw it as the largest group, two saw it as the second largest, one as "quite a lot," one

as "25%," and four did not give the size.

Two persons specifically mentioned that the close group
was the clique of the traditional disciplines but one of
these is Number 135 and he stated this several times in the
interview.

Only five respondents perceived the close persons to be
a cohesive group using terms such as "a core," or "they
stick together." Twenty-three did not perceive the group to
be cohesive.

Summary Note

The Dependents were readily perceived as a group close
to the Principal in this Section. The size of the group
matches the theory but it was not seen to be a group in the
cohesive sense. The reference to one Department, Beta
Studies, getting more resources is supported by other
references in Chapter 6.

SECTION 3. REWARDS AND THEIR ALLOCATION

As already noted questions nine and ten must be
considered together as they did not function well as
separate questions. They did produce a lot of evidence on
differential allocations. Matrix I persons who recognized
preference tended to emphasize favouritism or patronage.
Matrix II persons either did not recognize differential
allocations or, if they did, they also recognized
initiative. There was wide recognition of differential
allocation. Nine persons associated it with initiative,
fourteen with favouritism, and one with both inasmuch as an

element of favouritism was recognized.

The Matrix II stance is considered first:

> You put up a good case and you get it. It is
> demonstrated need...they are meticulously fair
> (Number 129).
> Conference funds are fairly distributed. Those
> that wish it, seek it, strive for it,...those
> willing to put themselves out, will get a good
> hearing (Number 163).
> A matter of initiative, simply initiative, just
> that (Number 133).

The first remark does not indicate differential allocation.

Similar ideas were also expressed in less glowing terms:

> If you are really close to the person you want
> this favour from you have a better chance of
> getting it ...you've got to push around or
> you're not going to get very much. (Number 170).

Merit, and student and staff need were very frequently

mentioned but a few Matrix I persons qualified this:

> There's a double standard to allocation.
> Establish the value and buddy-buddy (Number
> 125).
> Most of the money spent is on student need but a
> small fraction is allocated on favours. People
> with control over funding stash a bit away - the
> slush fund... it does not officially exist
> (Number 145).

Number 162 as quoted earlier in Chapter 6, also indicated

that the administration had reserve funds. The matter was

recognized by one of the administrators:

> If we feel that an allocation is inadequate all

> we have to do is explain why. Then there is one
> other thing here. If we do run out of money, and
> there is a need, funds have been held back by
> the administration which can cover these needs
> (Number 181).

Number 181 was Head of the Department of Beta Studies. There

were four other references elsewhere to reserve or "slush"

funds. The matter is taken up again at question 26.

At this point too, there were a few references to

preferential allocation to a relative of a senior

administrator and again this is mentioned later in the

schedule on several occasions. This person was not

interviewed in the study. It was mentioned six times in all

without probing by the interviewer:

> You hear that "X"[1] gets treated a little better
> (Number 158).

Number 158 was an extremely cautious respondent throughout.

This is another reference to a staff member of low formal

rank being given preferential treatment. Number 103 stated:

> You could pick the aspiring administrators at
> the lower end.

There was abundant evidence, both at question 9 and

later, especially at question 12, to the effect that the

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[1] The person was referred to by relationship to a specific
administrator at this point.

administration had a high level of resources at their command compared to the teaching staff. A few indications of this have already been given. The matter was particularly resented in regard to conference funds which some teaching staff claimed were scarce for them whilst administrators travelled around on full expenses. Staff had been told that they should pay a part of such expenses as they benefited directly:

> The administration states they would like you to be part of conferences but most instructors don't have the dollars (Number 103).
> They come out with the good end of the stick...the philosophy of we are here to serve the students has been turned around so that students and instructional staff are here to serve the administration (Number 137).

At question nine, seven respondents claimed that differential allocation was associated with "asking" or "not asking" for resources and three others raised the same point elsewhere. Only one of the ten associated the failure to ask for resources with certain refusal.

Question 12 dealt with a specific resource and it brought a different result to the other questions which attempted to deal with resources in a more general way. Twenty-seven staff stated that they could predict, to some extent, who would be sent to a prestigious conference. Three claimed that they could not predict and the rest of the replies could not be interpreted. In only four cases out of the twenty-five was the level of prediction below 5 out of

10. Eight persons gave a level of "8," "7 or 8," or "7," and
one person gave, "very accurate." Eight persons gave a level
of "6 or 7," or "6." The main qualification to prediction
was that of a small number of persons who restricted
prediction to the top of the hierarchy. Three persons, in
particular, claimed that they could not pick out the
teachers who would be sent. Some responses typical of high
prediction answers are given below:

>I could practically tell you right on...the
>Principal, the Vice-principal, The Supervisor of
>Teaching.
>Interviewer: What about the teachers?
>Yea, there's prestige lines there too (Number
>110).
>Automatically the Principal would go...I would
>say that I would very accurately predict them
>(Number 189).
>That's a good question. I think I could predict
>80% correct prediction (Number 142).

Only one Matrix I person was not included in the twenty-five
and two of the three persons who could not predict were in
the Matrix II group. A number of Matrix II persons engaged
in stalling or circumlocution at this question:

>I would'nt want to stake my life on who would be
>asked (Number 111).
>It would be handled pretty fairly...there are
>those who have established track records (Number
>133).
>No, you couldn't...best man for the job. It
>would be unkind and probably not quite accurate
>to predict (Number 129).

However, not all respondents who could not predict were as

reticent.

It wouldn't be me! (Number 112).

At question 14, twenty persons claimed that those close
to the Principal were getting more resources. As has already
been stated at the analysis of the Independents, five
persons claimed that the additional resources associated
with closeness were not extensive.

Summary Note

Two specific resources could be associated with
selected persons at Warriston, going to a conference and
slush fund. These are elitist kinds of allocations which are
quite in accord with the theory.

Differential allocation was widely recognized. Matrix I
persons associated preference with favouritism and Matrix II
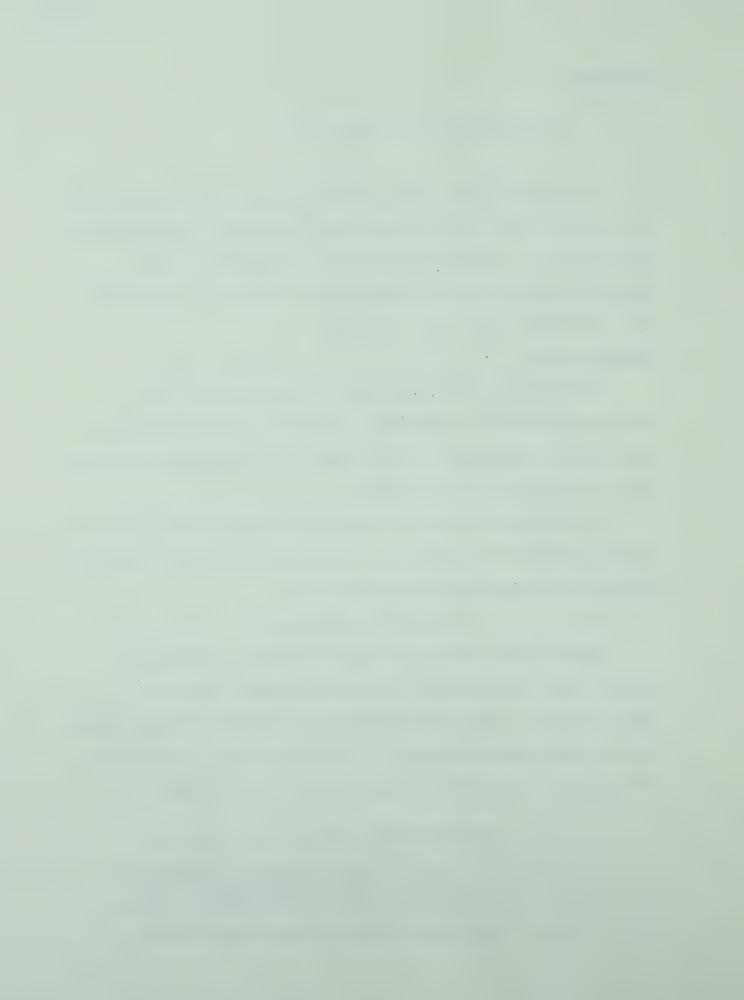persons associated it with initiative.

SECTION 4. CONFLICT

Twenty-eight staff, as noted earlier, described a
regular state of conflict between different levels of
college staff. Seventeen respondents linked low disagreement
with a close group of staff. A few of the six respondents
who did not see a relationship replied as follows:

The close persons feel safe to agree and
disagree.
Interviewer: Are the close persons in agreement?
Not always...if they were I would think it was
queer. You have to disagree occasionally (Number
181).
I don't think that it holds water even though it

seems logical. The Principal[1] prefers an
expression of disagreement (Number 176).
The group has to support one another but they
are not necessarily buddy-buddy (Number 111).

There are hints here of ingratiation as there were in two

responses in which a relationship was perceived:

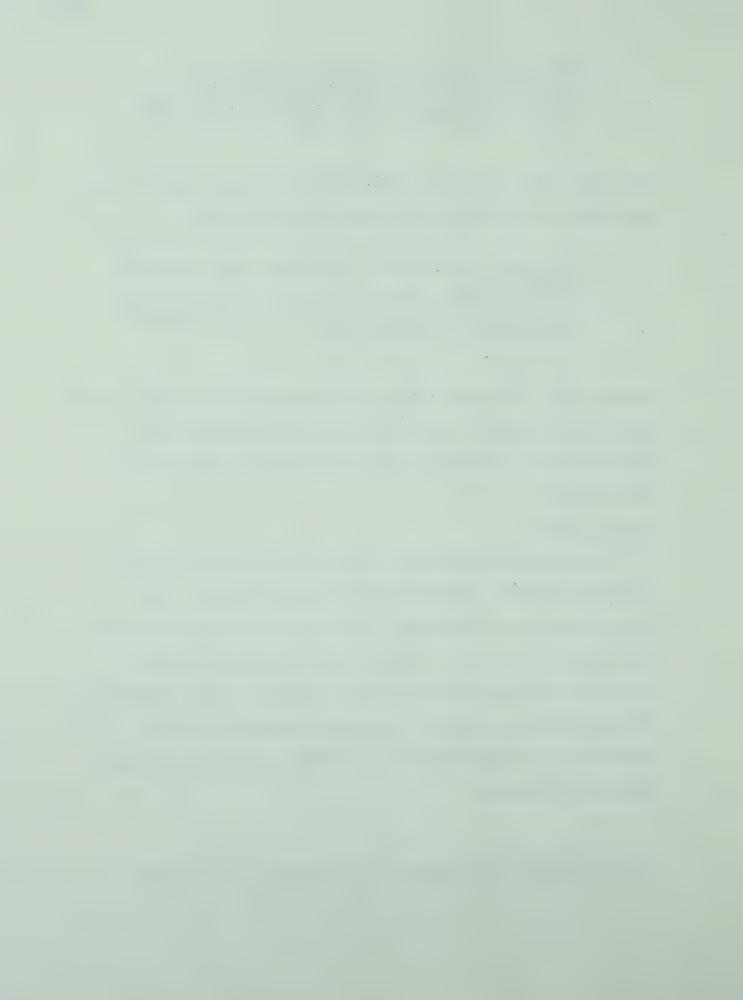Agreement may be overt. Privately they disagree
(Number 125).
The close don't always agree but they don't dig
in both feet. They're not going to be terribly
vocal about it (Number 197).

Numbers 181, 176, and 111, were administrators. Three of the

six persons who did not perceive a relationship were

administrators and five of the six had the Matrix II

orientation.

Summary Note

The identification of a pattern of conflict is an

important factor underlying the Dependent group. Low

disagreement was associated with the close group of staff.

Other than this only a little more information on the

Dependent group appeared at this Section. A few indications

of ingratiation appeared. Matrix II persons did not

associate low disagreement and closeness of relationship

with the Principal.

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[1] The Principal was referred to by name at this point.

SECTION 5. COHESIVENESS

Nineteen respondents claimed that different levels of
influence existed, twelve that they did not exist or only to
a slight degree, and the rest of the responses were
indeterminate. Eight of the twelve who did not perceive the
influential group at work did perceive the Principal to be
engaged in consultation with a fixed group. All of these
eight, plus nine of the eighteen, specified influence or
consultation in regard to the formal group at the upper
level of the college hierarchy but four of the eighteen gave
no specification.

The remote stance of the Principal is apparent in the
number of persons who did not perceive him to be influenced
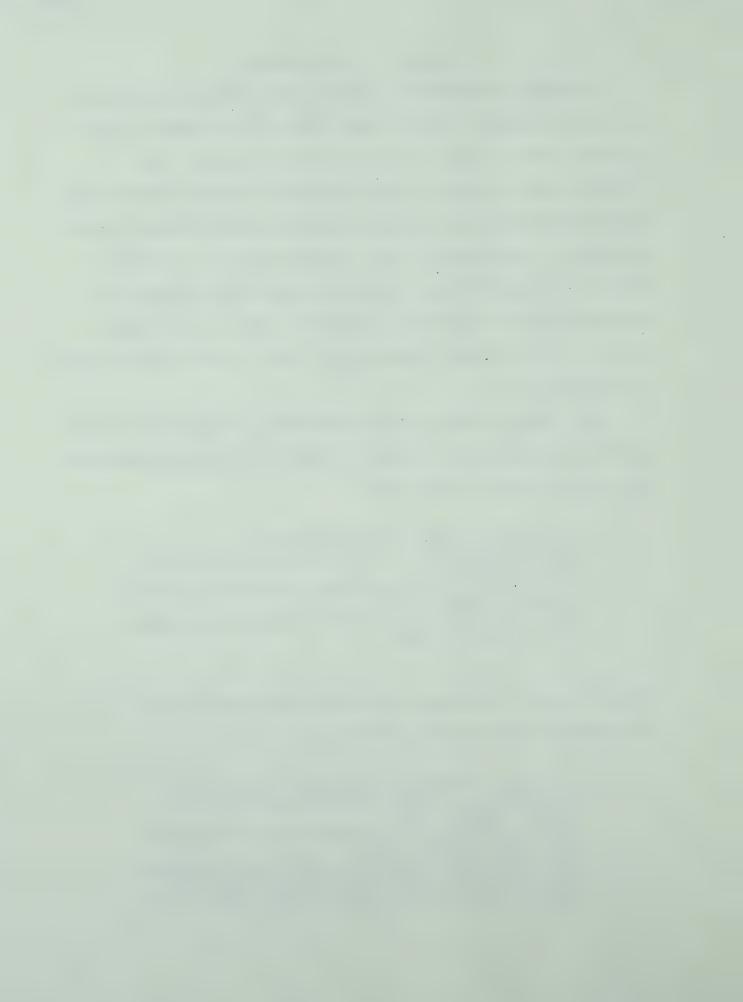by a close group of any kind:

> He seems to make up his own mind.
> Interviewer: Does he consult regularly with a
> fixed group?
> It's a "beef" of staff that he does'nt consult
> anybody (Number 190).
> It's minimal...No, I don't think we see enough
> of it (Number 103).

Three Matrix II persons felt there was advantage and
strength in this type of situation:

> I see no evidence of any group having any
> influence... I think that's been one of his
> assets (Number 133).
> He's not going to be caught up in situations
> like this (Number 163).
> There are some individuals who have a terrific
> amount of influence over the Principal and
> rightly so...the old instructors (Number 181).

Number 181 went on to name three individuals, two of whom were in a lower formal position than Head of Department.

Six respondents qualified their responses on influence or consultation by stating that the process was really carried out by individuals rather than groups. Six respondents mentioned influence at work below the level of Head of Department and three of them specifically referred to one individual by title. This person was an old member of the staff in a position which had both official seniority and a nebulous element associated with it. He was not one of the persons interviewed. This evidence on persons with influence who were not at the upper levels of the hierarchy must be considered along with the same kind of material at question 12. There were six other scattered references to the same matter from five different respondents. One of these again specifically mentioned the relative at question 12.

Ten of the respondents who perceived an influential or advisory process associated with the Principal, stated that this was a cohesive group. Eighteen persons who had perceived either an influential or a consultative group at work claimed that it was not cohesive. This strengthens the idea that much of the direction of the college was carried out by a single remote individual. Three Matrix I staff identified a close cohesive group around the Principal and also three from Matrix II.

As already noted quite high, to high, variation in

informal communication with the Principal was seen by twenty-four persons. Six claimed low variation and the rest of the responses were indeterminate. Again there were signs of the Principal's isolation:

> He does'nt really socialize with anybody (Number 129).
> He's not particularly sociable (Number 180).
> I've seen people leave the room when he enters (Number 123).
> He tends to relate only to one or two individuals (Number 197).

Only five of the persons who perceived reasonably high variation in informal communication were in Matrix II.

One respondent mentioned that a high level of formal communication was associated with an administrator close to the Principal. This was a case in which the administrator, "just likes to use memos."

Only eight respondents associated high informal communication with influence on the Principal. Twenty rejected the association outright and the rest were indeterminate. Nine responses support the view of the Principal as a remote independent person:

> Attempts to influence the Principal go negatively (Number 110).
> He stands alone but its not of his choice (Number 161).
> He's his own man (Number 112).
> There's not a group like that (Number 106).
> Only one, the Vice-principal (Number 181).

At the last question, as already noted, sixteen persons

perceived that a high level of communication with the
Principal could be associated with a high allocation. Some
of the respondents were referring to effective
communication:

> Yes...I would say so if you are particularly
> good at justifying and convincing (Number 129).
> If you can convince the Principal of a good
> idea, O.K....If you need funds and have a good
> argument and some people can do this better
> (Number 158).

One or two quotations at the same question in the last
Chapter illustrate the same point.

The matter of "slush" funds was again evident in the
replies of three respondents:

> Most don't know it exists...its not put up for
> grabs so this could be associated with good
> communication (Number 162).
> ...a certain amount of money is held within the
> office as a sort of slush fund. Departments who
> are "in" get access (Number 125).
> ...if you are talking about the fringe benefits
> there seems to be a fair amount of funds with
> flexibility (Number 135).

Prior to making this remark Number 125 had referred to the
administrator's relative getting, "disproportionate help"
for such things as attending conferences. The movement of
funds to the relative was put in a very pointed way by
Number 106 at question 19:

> We had two support positions struck from the
> program this year because of budgeting things
> and at the same time funds mysteriously appear

for staff development in the case of "X".[1] This
sort of thing is pretty difficult to accept.

Finally there is the administrative point of view:

If needs are communicated they will be
considered (Number 176).

Summary Note

In the last Section there is good evidence to support
the presence of an influential or consultative group close
to the Principal. In the main this was perceived to be the
formal group at the upper level of the college hierarchy but
it is not a group in the cohesive sense. There were also
indications that the Principal was rather remote, even from
this group, and that persons of lower formal rank than Head
of Department had disproportionate influence on the
Principal. This kind of influence implies an oligarchical
orientation. A relationship between high communication and
high influence on the Principal was not generally perceived
but high allocations were reasonably clearly associated with
high communication. Both slush funds and high allocation to
the administrator's relative were again mentioned.

DEPENDENT: SUMMARY OF EVIDENCE

The Dependent allocations of Best Situational Rewards,
and the other two types were not clearly identified in

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[1] The person was referred to by relationship to a specific
administrator at this point.

association with this group. However, the data do suggest a similar pattern of allocation. The Integrative relationship was clearly associated with a certain group at Warriston but not a cohesive group. The lack of cohesion may be associated with a remote authoritarian stance taken by the Principal. In general the group identified in the Integrative relationship was the senior administrative staff of the college but a few others whose rank was not particularly high, also appeared to have a similar kind of relationship. Thus the top echelon of the college hierarchy does not represent the Dependent group. The evidence on one Department, Beta Studies, acting in a Dependent role is inconclusive. Other groups mentioned by respondents, such as conservatives and older staff, do not appear to fit the Dependent description. The size of this group matches the size proposed in the theory. It was reasonably well confirmed that low conflict and influence on the Principal were associated with the Dependents. It was also found that a relationship existed between high communication and influence on the Principal but not high communication and the allocation of resources.

There was more limited evidence on a number of other matters. It was claimed that a slush fund operated at the college. The manner of operation is in accord with the theory. A few persons of relatively low formal rank can be associated with some of the Dependent descriptors. The finding in Chapter 6 that the Head of one Department, Gamma

Studies, appeared to be an Independent means that all of the Heads of Department do not have the same classification in the tripartite theory. Preferential allocations to one Department, Beta Studies, was suggested but it is not known whether or not other aspects of the Dependent were associated with this Department.

The Matrix I persons viewed preference in allocation to be associated with favouritism but the Matrix II persons claimed it resulted from initiative. Matrix II persons did not perceive preference as frequently as Matrix I staff.

Two persons, Numbers 111 and 129, can be identified as Dependents at Warriston. Both of these persons are senior administrators. Several others such as Number 133, could be suggested as being Dependents but part of the information needed for confident identification is not available. For example, Number 133 fits most of the Dependent descriptors but his influence on the Principal is not known. The administrator's relative could also be suggested as a Dependent.

FINAL ASPECTS OF ANALYSIS

The main statements of evidence have been given but it is now desirable to consider three further matters relating to the evidence. These are, a re-examination of Matrix I and Matrix II, a note on language in the categories, and a statement of interlocking aspects of the model.

Matrices I and II Reconsidered

As far as the two points of view apparent in the Matrices are concerned it may be accepted that there are large stocks of beliefs which individuals simply take over and use at their convenience (Gibson, 1960:78). It is, however, pertinent to consider the authenticity of the responses and respondents in the Matrices. In both cases the visible spectacular examples may be regarded with some reserve. Number 133 of Matrix II, demonstrated problem denial, a mechanism of defence and Number 125 showed considerable resentment against the college administration. Career involvement is a recognized barrier to spontaneity in communication and it is quite evident in the material that this was in operation in many Matrix II responses. A tendency to stalling and circumlocution at some questions on the part of Matrix II persons was also evident. This was particularly noticeable at question 19 but it occurred elsewhere. Although it is not apparent in the responses quoted, Numbers 129 and 176 had a tendency to contradict themselves in questions dealing with allocations. Number 176 even exhibited a certain amount of trauma at one point as he
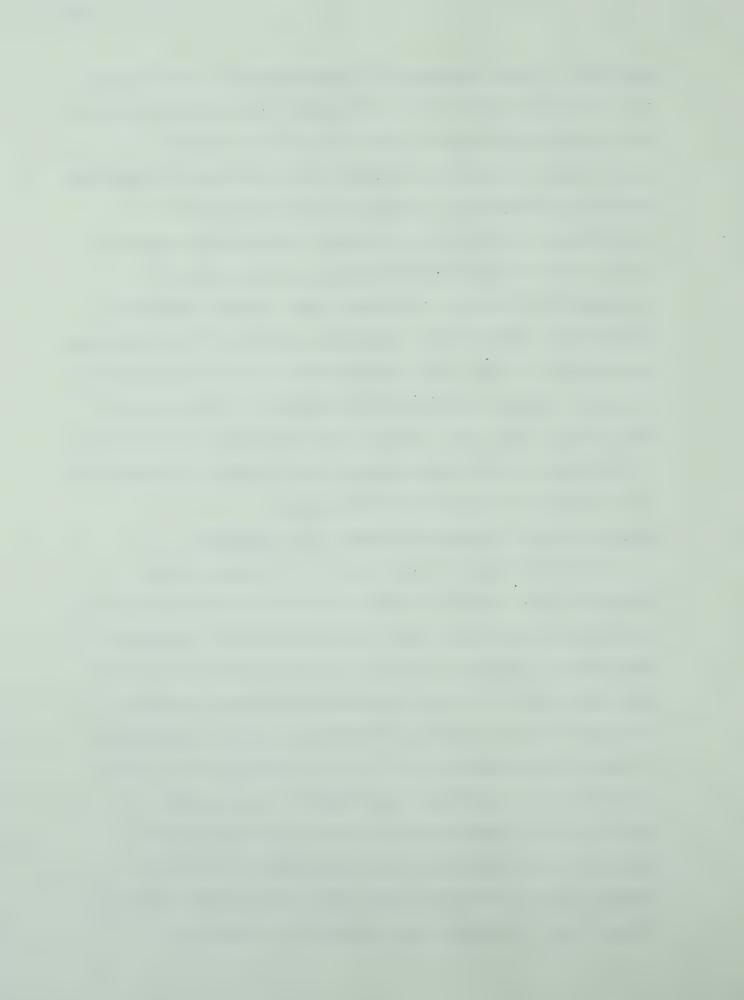
apparently noted unevenness in allocations at the college

for the first time. It may be argued that exasperation with

the administration on the part of Matrix I persons

constituted a barrier to authenticity. However, in spite of

possible exasperation, almost all of the Matrix I

information was given in a calm and apparently thoughtful

manner. Their statements are coherent and cohesive

throughout. The Matrix I persons come closer to Osborn's

"scientific, illustrated, rational testimony." They gave the

impression of having made an adaptation to an authoritarian

situation and of having gained insights in the process. If

this is the case, more weight may be attached to the Matrix

I responses and this strengthens the evidence in support of

the tripartite categorization of staff.

Language as an Indirect Indicator of Categories

A note may made at this point on language in the

Matrices. Birk and Birk (1972, 11-12) state that one of the

intentions of communication is to persuade and convince. It

appeared that persons in both Matrices engaged in this in

some questions and these responses sometimes revealed a

particular use of language. The Matrix persons appeared to

be aware of the point of view of the persons in the other

Matrix and they sometimes used terms of dispargement to

refer to it. A "goodie-bag" of resources was denied by

Matrix II but claimed to be in existence by Matrix I.

"Tittle-tattle," "getting shot down," can be contrasted to

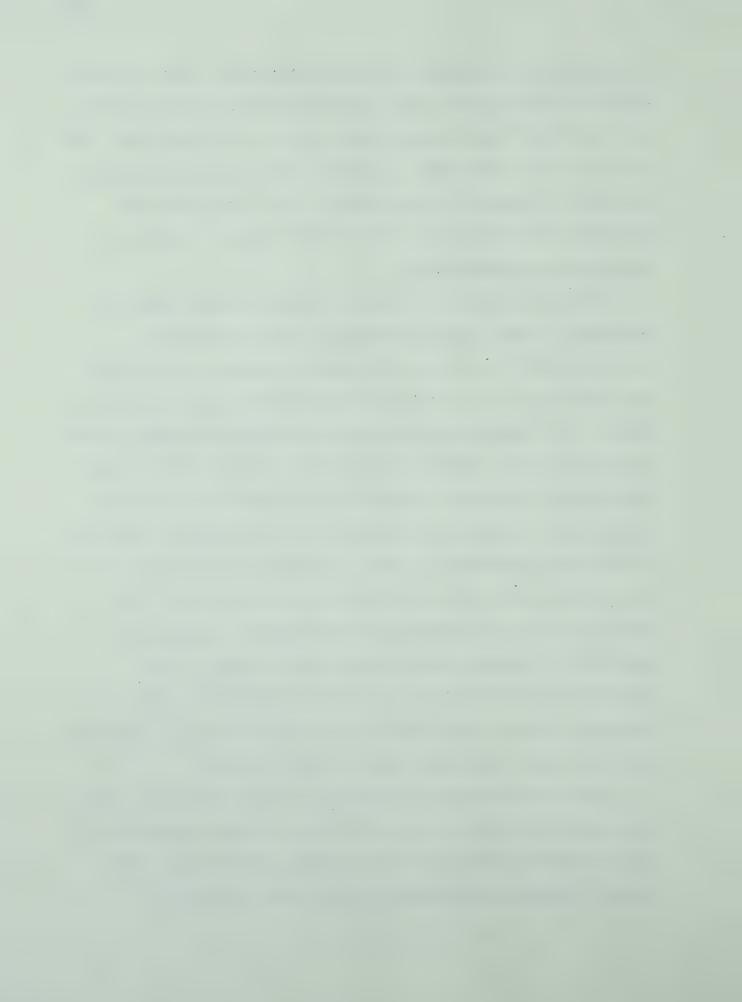"trust," and "innuendo" as a sanction in Matrix II

discussions of the same or similar processes. Most of these examples are from the few respondents who have been placed in one of the three categories. It may be the case that the categories of staff have a fairly fixed set of terms which they use to justify the actions of their own group and discredit the activities of the other group or groups.

Interlocking Propositions

The most important anomaly revealed in the model at Warriston is that the Dependent and the Independent categories did not appear as cohesive groups. Other than this there is a lot of direct and indirect support for the theory. The fragmentary evidence, including statements which turned up without specific questions, provide traces which constitute additional interlocking propositions in support of the main clusters of information on the theory. The staff at Warriston appeared to know who would be in conflict with who and who would not participate in that conflict; who would be sent to a prestigious conference; who would be subjected to informal sanctions; the way many of the resources would be allocated; who had influence over the Principal and who had little or no influence; or, it may be said that they had fixed ideas on these things.

These interlocking propositions suggest that the model is a complete entity. It is doubtful if other categories of staff could be admitted without major disruption of the theory, although sub-categories are quite possible.

CHAPTER 8

RECOMMENDATIONS

This Chapter deals with the final matters of the study.
An evaluation of the schedule is followed by an overview of
the study which includes a summary of conclusions. The
conclusions are presented in a manner which attempts to scan
the whole model and identify areas which have been verified.
There are two important matters in a short concluding
discussion and a statement of recommendations.

EVALUATION OF THE INTERVIEW SCHEDULE

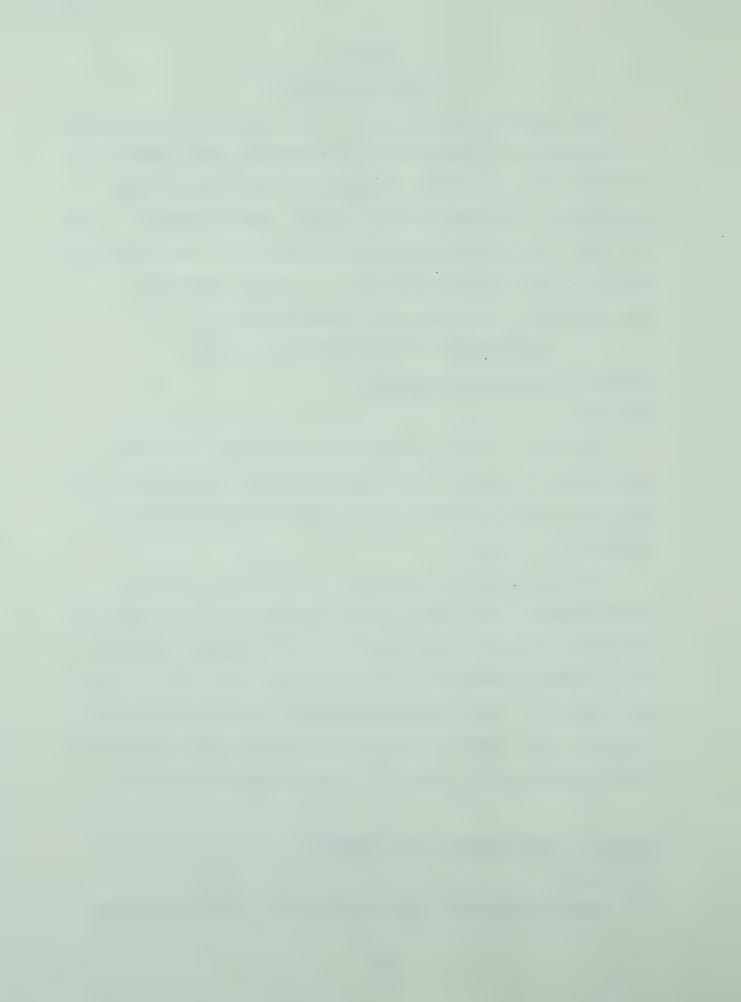Section 1. Leader's Dependency

Question 1.

This was a useful introductory question. It caused
respondents to reflect on divisions within the staff and on
different attitudes within it towards the administration.
Questions 2, 3, and 4.

These questions constitute a set dealing with the
identification of a middle group of staff and the degree to
which the Principal was dependent on this group. They were
very effective questions though question 4 did have a rather
high number of indeterminate responses. The Interdependent
group was more readily identified than had been expected and
this may have been a result of these precise questions.

Section 2. Relationship with Leader

Question 5.

This question was also answered very readily by many

respondents. It did have quite a high number of indeterminate responses and it was essential for the interviewer to emphasize the second part of each of the three descriptors. A few respondents interpreted "exchange" as exchange of conversation. The question is also direct and suggestive.
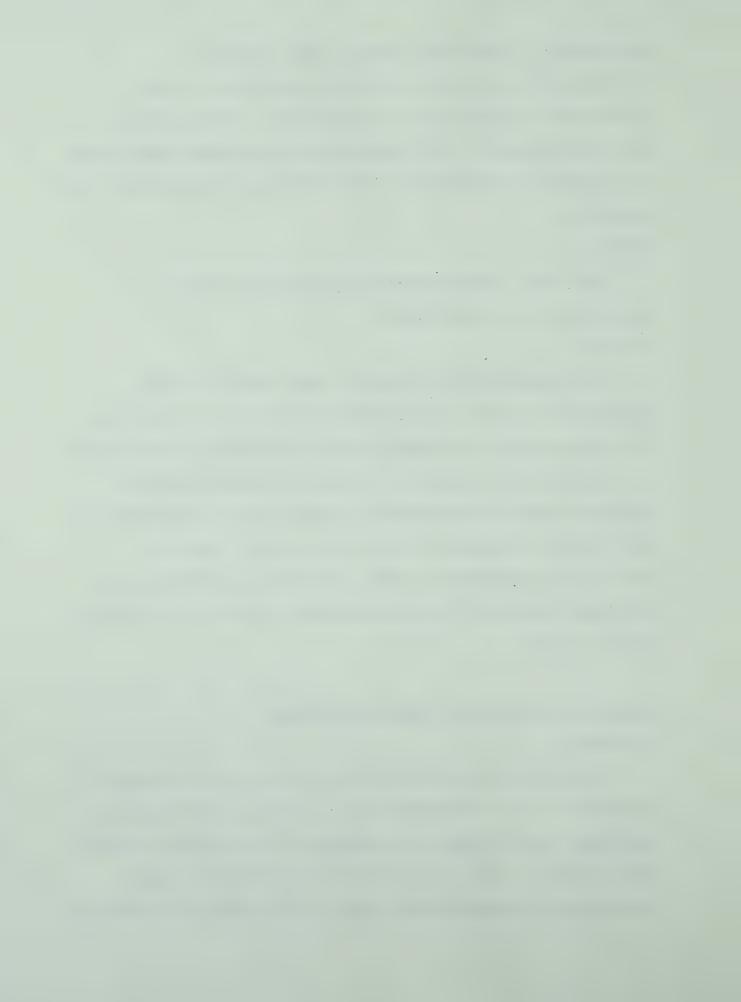
Question 6

This was a useful question to provide initial information on cohesiveness.

Question 7.

This was the first "anchor" type question which attempted to relate two factors of the model. At least one of these factors was always either relationship with leader or allocation of resources. In general these important questions were not particularly successful as the number of indeterminate responses tended to be high. They were probably too demanding on the respondents. Question 7 may have been simplified by referring more directly to a middle group of staff.

Section 3. Rewards and their Allocation

Question 8.

The approach to investigation of the categorization of resources was not successful. This applies particularly to questions 8 and 11 and as a result of this question 13 was also a failure. The respondents did not perceive three categories of resources but only a small number rejected the

idea that resources fell into categories. In addition one
particular resource, nomination to attend a prestigious
conference, was clearly seen as being applicable to certain
persons. Alternative means of questioning can be considered
in this important area and these means include: dealing with
a few resources and asking about who gets them and who does
not get them, describing the categories of resources and
asking about their applicability, providing a written list
of resources and giving respondents time to reflect on their
relative importance and possible groupings.

There was a tendency for respondents to give too much
emphasis to material resources in all questions which dealt
directly with resources.

Questions 9 and 10

These questions were dealing with very similar things.
The basis of allocation was generally apparent from question
9.

Question 12.

This question immediately caught the attention and
interest of most respondents. The level of prediction was
higher than expected and the responses constitute a
qualitative indicator of a more important phenomenon which
was hidden to some extent. Respondents could also be asked
who would not be sent to a conference.

Question 14.

This was the most successful of the anchor type
questions but it did not reveal a middle level of
allocations.

Section 4. Conflict

Questions 15 and 16.

These were effective introductory questions to conflict
on the staff. It is important to be sure that all
respondents were referring to conflicts of some significance
in the later questions of the Section. A weakness in these
two questions, and in the next two, is that they do not
distinguish between overt and covert disagreements.

Question 17.

This was a useful and successful question.

Question 18.

This was a useful and successful question. A probe
could be considered to make direct reference to distant and
close groups of staff.

Question 19

Like question 12, this question was obviously of
immediate interest to most of the respondents. It was a
question which again appeared to indicate the presence of an
important phenomenon which was partially concealed. It is
important to distinguish between reprimands which are
delivered as sanctions and those which are delivered as
friendly professional advice.

Question 20.

This was the least successful of the anchor type questions. There were ten indeterminate responses to this question.

Section 5. Cohesiveness
Question 21.

This was a useful and successful question. A few persons did refer to successful influence attempts of an out-group. This was action contrary to the direction of the Principal's administrative practice.

Question 22.

This was a useful and successful question but again a probe may be considered to give more direct relevance to the group of staff of the theory.

Question 23.

This was a useful and successful question.

Question 24.

This was a useful question but the interviewer must be alert to the difference between persons engaged in paper battles and those who have a simple preference for the use of memos.

Question 25.

There were nine indeterminate responses to this question. It could possibly be clarified by being restrutured as two questions.

Question 26.

This was a reasonably successful anchor type question.

OVERVIEW OF THE STUDY

Purpose

The purpose of this study was to develop a model of organizational staff as a tripartite categorization and to carry out initial investigation of this model.

Nature of the Study

The study was conceived to be exploratory in nature. Care was taken throughout to organize and carry it out with these considerations in mind. The justification for the study, conceptual framework, methodology, and kind of statements of evidence, all reflect this approach.

Conceptual Framework

The conceptual framework was preceded by a literature review which identified two basic approaches in organizational theory, the harmonious approach, which is characteristic of most organizational theorists, and the conflict approach. The present study is of the latter type and this provided a focus of departure from traditional theory. Conflict was presented as an important aspect of the tripartite categorization.

A categorization of resources and an analysis of type of authority relationship were described as fundamental to the categorization of staff. Three kinds of resources were described, Best Situational Rewards, Other Situational Rewards, and Established Rights. Three kinds of relationship

were also described, Integrative, Exchange, and Threat. The
categories of staff were defined by reference to these two
factors. The Dependent gets all three kinds of resources and
is in an Integrative relationship with the leader; the
Interdependent gets Other Situational Rewards and is in an
Exchange relationship; and the Independent gets Established
Rights and is in a Threat relationship.

The development of the framework also described the
state of conflict of each group and this was integrated into
the categorization as well as a number of other variables.
The most important of these is the Leader's Dependency on
the middle or Interdependent Group of staff. Cohesiveness of
groups was also discussed and given emphasis in the
framework. Conflict, Cohesiveness, and Leader's Dependency
were used as three main indirect indicators of the
categorization and groups of further variables were
associated with them at various levels and states for each
category of staff. Ingratiation, informal sanction, and
alienation were associated with conflict. Groupthink,
communication, and promotion, were associated with
Cohesiveness. Stability, legitimacy of authority, and
obedience, were associated with Leader's Dependency.

The discussion of these variables culminated in the
presentation of a model which summarized the theory.

Statements of problems appropriate to the investigation
were drawn from the model.

Methodology

The methodology involved the construction of an
interview schedule. Open-ended questions were developed from
the problem statements. The questions were based on the
respondent's perception of the staff, divisions in it, and
administrative actions. The questions were pilot tested and
the schedule adjusted. The investigation was carried out in
one college in which the responses of thirty-seven staff
members were recorded.

Analysis and Presentation of Data

Systematic treatment of the data involved the
identification of the basic point in each reply and its
allocation to three categories, acceptance of the proposal
in the question, rejection of proposal, or indeterminate.
However, some questions and probes simply gathered
information on such matters as the size of groups as
perceived by the participants. Comparison of response was
used in the analysis of data and for this purpose two basic
viewpoints of the respondents were identified and defined.
Matrix I persons had a spectrum of characteristics
associated with a conflict view of the organization and
Matrix II had a spectrum associated with the harmonious
view. This axis of comparison could now be used along with
the acceptor-rejector axis.

In the presentation of the data extensive use was made
of quotation and the basic implications of these quotations
were repeatedly placed in summaries at appropriate points in

the three chapters of analysis.

The open-ended questions did reveal traces of certain other aspects of the theory and model for which no specific questions had been constructed. In addition a few other matters, such as the possible use of particular language in group interaction and group reference to another group, came to light.

Summary of Conclusions

1. The main conclusion of this exploratory study is that sufficient evidence of the tripartite categorization of staff was found, at the college under investigation, to warrant further testing and development of the theory.

2. More information is required on the tripartite categorization of resources as it was not possible to gain adequate information on the relationship between categories of resources and categories of staff in this study. This applies especially to the Interdependent class of staff.

3. A preferential allocation of resources can be associated with the Dependent group and a discriminatory allocation with the Independent group.

4. The three kinds of relationship with the leader appeared to be operative at Warriston and both allocation of resources and relationship with the leader were associated with each other and with other descriptors of the categories to some extent.

5. Conflict was a useful indicator of the groups of staff. A high level of conflict was associated with the

distant Independent group; low conflict with the close Dependent group; and mediation of conflict with the Interdependent group.

6. Neither the Dependent nor the Independent groups of staff appeared to be cohesive at Warriston. Cohesion may have been given too much emphasis in the theory and _type_ of staff may be more appropriate than group of staff.

7. The pattern of communication found at Warriston supports the theory. Independents were involved in one important form of formal communication and an influential or consultative group close to the Principal was found, but it could not be associated with high informal communication.

8. The Leader's Dependency on a middle group of staff was quite apparent and this was associated with persons in the Exchange relationship.

9. Other indicators of the categories, most of which were already in the model were identified and associated with the relevant group to some extent. This includes ingratiation in the Dependent group; alienation, nonrealistic conflict, and encouragement of instability in the Independent group; and a concern for stability in the Interdependent group.

10. It was only confirmed, to a limited extent, that respondents in making reference to the attributes of a group of staff or persons in a group, were referring to the same persons.

OTHER CONSIDERATIONS

Diagnostic Property of the Schedule

The investigation at Warriston suggests that the schedule has some potential as an indicator of the efficient use of organizational resources. The three categories of staff at Warriston did not appear to be in a stable and effective equilibrium. There was a tendency for the Interdependent group to join forces, at times, with the Independents and for this latter group to be perceived as rather large. This suggests that the use of resources for reward of those close to the Principal was higher than it should have been. Thus fewer resources were available for the education of the students or for allocation elsewhere. In addition the use of sanctions appeared to be quite extensive and this will not serve to re-align the equilibrium of the groups more effectively as the Interdependents had too much sympathy for the Independents. These few remarks indicate how the theory could be used to construct a detailed strategy for a more effective use of resources.

One aspect of good administration in the tripartite theory is a sound and easily managed equilibrium among the three categories of staff. If excessive amounts of energy have to be put into the maintenance of this equilibrium by the administration and staff then the organization will be diverted from its stated goals. Innovation will also be very difficult to accomplish. Attempts to eliminate the least

satisfied group of staff, the Independents, or any other group, are equivalent to attempts to eliminate the functional hierarchy of the organization. This is not feasible in the modern organization. In addition, the least satisfied group is not necessarily the least productive.

Association with other Studies

Two studies are discussed below. One relates to the results, and the other to the theory, of the present study.

Bennis (1958) The findings of the present study are in accord with the results of the study of hospital staff carried out by Bennis. In the conclusions Bennis noted that; the staff did what they were rewarded for doing, that power did not reside in established formal position, and that supervisors were not fully aware of the reward possibilities of those below them. The substance of these findings is strongly suggested in the present study. However, the Independents at Warriston were not within a system of doing what they were rewarded for doing. There were also indications of strong influence on the Principal, and thus the organization, of persons of relatively low rank. A re-alignment of the reward and sanction system would be part of the strategy of bringing the groups at Warriston into equilibrium. It has been suggested, for example, that the Principal placed too much emphasis on the rewards of the Dependents.

Witkin and Goodenough (1977) At the theoretical level consideration may be given to an association between the

tripartite theory and the theory of field-dependent and field-independent cognitive styles. The differentiation of these styles is related basically to differences in self-nonself segregation. This in turn has relevance for the use of the field outside of self as a referent for behavior (Witkin and Goodenough, 1977:661). The field-dependent person has certain similarities to the Dependent and the field-independent has affiliations with the Independent. Witkin and Goodenough have provided an extensive review of this theoretical area but only a few characteristics of the two types discussed by them need be considered at present.

The field-dependent has an interpersonal orientation and he has attributes which would enable him to get along with others. In addition the field-dependent avoids hostility, is sensitive to social cues, and makes use of external referents in ambiguous situations. These characteristics are less evident in the field-independent who is characterized by autonomy, self-reliance, and less effective interpersonal skills.

The field-dependence concept may provide valuable support of the tripartite theory as well as relating it to other theoretical areas of importance. Reliable tests of field-dependence are available.

This study only came to the writer's attention at the end of the research project.

RECOMMENDATIONS FOR FURTHER RESEARCH

The next steps in research of the tripartite categorization are quite clearly indicated as a result of this study. They may be stated as follows:

1. An improved version of the interview schedule should be used in a number of colleges or schools to provide further investigation of basic aspects of the theory.

2. Investigations should be carried out in several countries in order to broaden the scope of the study.

3. When the results of several investigations are available comparative considerations can be applied to the theory in order to provide further evaluation of it.

4. The implications of an association between the tripartite theory and the theory of field-dependence should be carefully considered. If it is concluded that an association may exist, tests of field-dependence can be carried out and a relationship sought between subjects identified by this means, and subjects identified as Dependent, Interdependents, and Independents, by other means.

5. Future testing should consider aspects of the model not tested in this study. This includes groupthink, legitimacy of authority, and the use of "group" language. However, the categories may be considered as types rather than groups.

6. New means should be sought to test the categorization of resources.

7. The diagnostic possibilities of the theory should be evaluated as more studies are carried out. The use of resources as indicated by the tripartite theory should be compared to other measures of the use of resources.

8. Ethnographic enquiry is another approach to research which may be utilized at the present stage. Due to the subtle nature of certain aspects of the theory this may be particularly appropriate.

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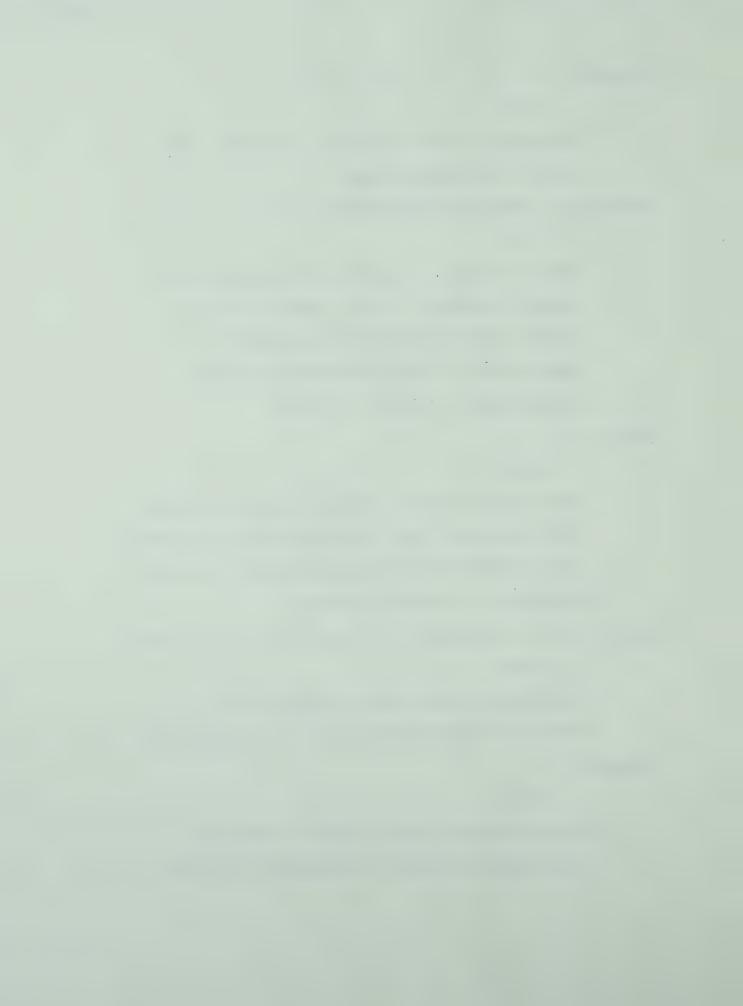   University of Michigan Press.

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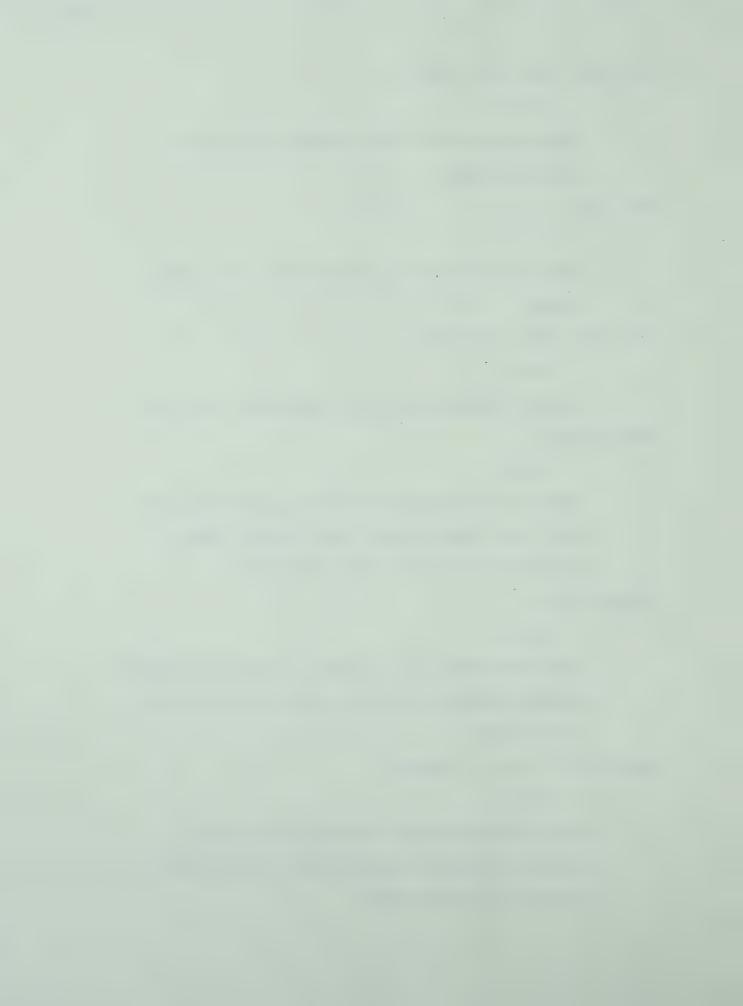   6. 1. Winter.

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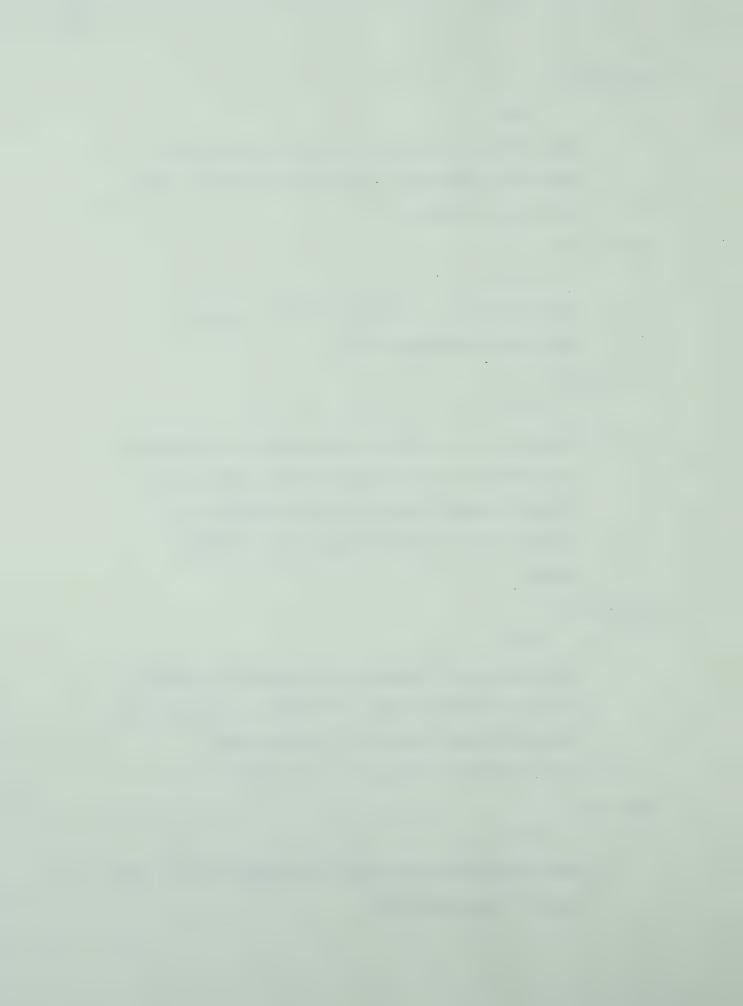   Winter.

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APPENDIX A

1. TEXT OF A LETTER GIVEN TO THE PRINCIPAL OF WARRISTON

COLLEGE ON AN INTRODUCTORY VISIT.

2. TEXT OF A LETTER CIRCULATED TO THE STAFF AT WARRISTON

COLLEGE PRIOR TO THE COLLECTION OF DATA.

TEXT OF A LETTER GIVEN TO THE PRINCIPAL OF WARRISTON COLLEGE
ON AN INTRODUCTORY VISIT

Abstract of Study.

D. H. Allan, Department of Educational Administration,
University of Alberta, Edmonton. (Phone, 403. 432.3094) .
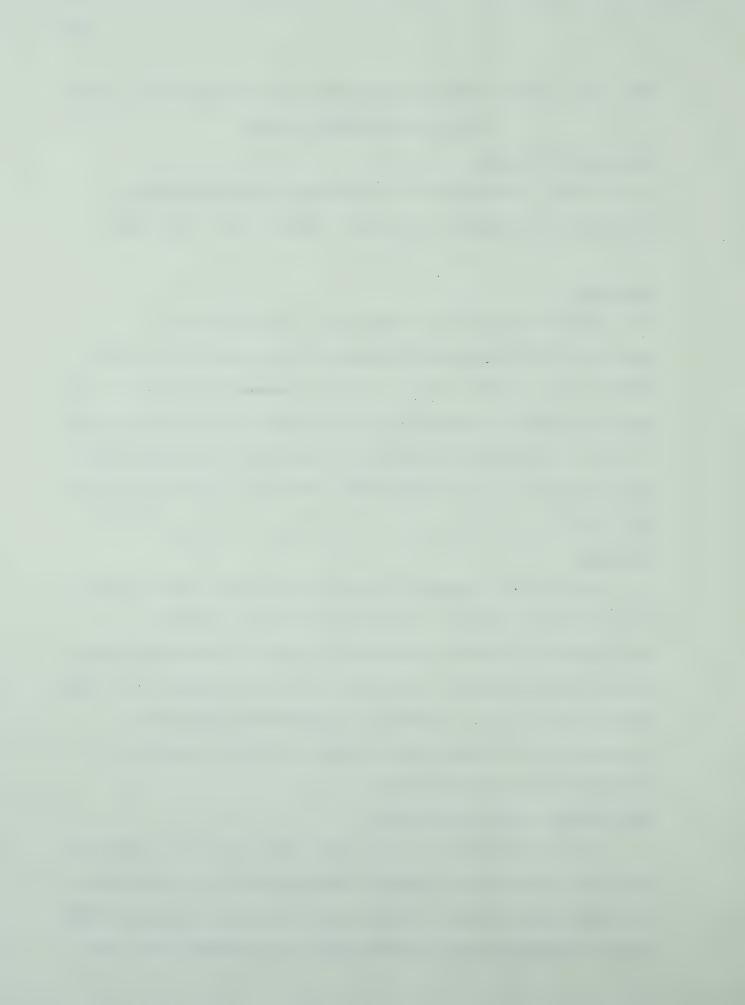
General.

The study is carried out under the auspices of the
Department of Educational Administration for the doctoral
thesis. The chairman of the research committee is Dr. L. Gue
and the other two members of this committee are Dr. R. Bryce
and Dr. C. Bumbarger both of the Department of Educational
Administration. It is hoped that the study will be completed
this year.

Problem.

This is an exploratory study which will probe for the
existence of certain variables rather than seeking
relationships between variables or making predictions from
sample to population. The areas to be investigated are staff
perceptions of the allocation of resources within the
organization and staff perceptions of certain aspects of
administrative relationships.

Requirement from the College.

The co-operation of about 40 staff members is required.
Each will be asked to respond individually to an interview
schedule taking about one hour per respondent. Instructional
staff including heads of departments or sections and Vice-

principal or Vice-presidents are suitable respondents. The
40 staff will probably be selected by random sample from the
total instructional staff but if the total staff is only
about 40 all may be asked to respond. The questions, about
20 in number, are open-ended and replies may be short or
detailed to some degree as seen to be appropriate by the
respondent. Other than the possibility of some contact later
to clarify a few responses during the analysis of the data
this is the total required in-put of the college staff. If
this clarification is necessary it would probably be carried
out by phone.

Reporting and Follow-up.

Unless a specific acknowledgement is requested the
college will not be identified in the thesis. It will be
given either as an Alberta college or a Canadian college.
Neither respondents nor other staff members will be
identified in the thesis. The material to be analysed deals
with the organization and administration of the college
rather than its specific curriculum or activities. It will
not be possible to generalize from the given study to other
organizations.

I will be happy to re-visit the college after the data
has been analysed to engage in discussion of the findings
and their implications.

TEXT OF A LETTER CIRCULATED TO THE STAFF AT WARRISTON

COLLEGE PRIOR TO THE COLLECTION OF DATA

FROM: The Principal.

TO: All Teaching Staff.

We have received a request from a graduate student, David Allan, at the University of Alberta to be involved in a study for a doctoral thesis. I believe the information generated will be useful to Warriston College, therefore I would encourage you to participate.

The study is exploratory and will attempt to investigate staff perceptions of (a) the allocation of resources within the college and (b) certain aspects of administrative relationships.

Approximately 40 staff members are required. Each will be asked to respond individually to an interview schedule taking about one hour. Neither individuals participating nor the college will be identified in the thesis.

I realize that most of you are busy, however Mr. Allan can be here at the college over several weeks, so can accomodate your schedule. He would like to begin Monday, June 6. I would therefore, ask all persons willing to participate to please indicate to your Department Head, the day and hour that you would be a ailable for an interview.

Thank you for your assistance.

Principal.